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ABSTRACT

The South Carolina Basic Skills Assessment Program (BSAP) was established by South Carolina legislation enacted in 1978. This report describes BSAP implementation and test results for 1984-85 as prescribed in the legislation. As the schedule for this academic year required, the Cognitive Skills Assessment Battery (CSAB) was administered to all 50,722 students entering first grade. Of these, 72.4 percent were classified as ready to begin formal instruction. To measure the educational objectives set by the program, criterion-referenced tests in reading and mathematics were administered to grades 1, 2, 3, 6, 8, and 11; writing tests were administered to grades 6, 8, and 11. A total of 268,471 students were tested. Compared to previous years, the test results showed an overall improvement in 1984-1985. The monitoring process by the State Department of Education, instructional activities, and the activities and recommendations of the Basic Skills Advisory Commission are also reported. The appendices include: (A) basic skills resource materials; (B) a list of the members of the kindergarten committee; (C) the percent of students classified as ready for first grade work, from 1979-1984, in each district; (D) 1985 BSAP item response summary for all students in reading and mathematics; (E) 1985 BSAP test results for all students; (F) 1985 BSAP test and objective results for all students by sub-population; (G) BSAP test results by district, 1981-1985; (H) basic skills mathematics, reading, and writing committees; and (I) the membership of the Basic Skills Advisory Committee. (JAZ)

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BASIC SKILLS
ASSESSMENT
PROGRAM

# REPORT ON
# THE IMPLEMENTATION OF
# THE BASIC SKILLS ASSESSMENT PROGRAM
## 1984-85

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The South Carolina Department of Education
Charlie G. Williams, State Superintendent
December 1985

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# REPORT ON THE IMPLEMENTATION OF THE BASIC SKILLS ASSESSMENT PROGRAM
## 1984-85

South Carolina Board of Education
Henry D. Wofford, Sr., Chairman

South Carolina Department of Education, An Equal Opportunity Agency
Charlie G. Williams, State Superintendent
December 1985

# REPORT ON THE IMPLEMENTATION
# OF THE BASIC SKILLS ASSESSMENT PROGRAM
## 1984-85

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# REPORT ON THE IMPLEMENTATION OF THE BASIC SKILLS ASSESSMENT PROGRAM
# 1984-85

## Abstract

The South Carolina Basic Skills Assessment Program, established by legislation in 1978, requires an annual report to the Governor, the General Assembly, the school districts, and to the general public.

During 1985, the administration of the tests (first-grade readiness and Grades 1, 2, 3, 6, 8, and 11) and the monitoring of the instructional components were completed on schedule.

The Education Improvement Act also required that plans for a high school exit exam be initiated and that preliminary BSAP science objectives for Grades 1 through 8 be developed. Also, the EIA required that compensatory and remedial regulations be designed.

The readiness test was administered statewide to all 50,722 first-grade students in 580 state public schools. Of these, 72.4 percent were classified "ready" to begin formal instruction. Although this figure is about a 0.2 percentage point decrease from the previous year, this is not viewed as a negative sign. Local test results not only provide a year-to-year comparison, but also aid teachers in pinpointing areas in which the students needed additional skills.

The Basic Skills Reading and Mathematics Tests were administered April 22-26, 1985. The tests for Grades 1, 2, 3, 6, and 8 consist of six multiple-choice questions for each of the 11 objectives encompassing reading and math. The test for Grade 11 consists of 10 items for each of the 11 objectives, with 60 questions devoted to reading and 50 to math. The tests are not timed at any grade level.

During the testing week, State Department of Education staff conducted on-site visits in 83 schools from 69 districts. They found that the test administration went smoothly and that school personnel were following testing and security procedures.

In 1985, third-graders performed highest, with 83.8 percent meeting the reading standard. Eighth-graders performed lowest with 64 percent meeting the standard. Other percentages were: Grade 1, 81.5 percent; Grade 2, 79.1 percent; Grade 6, 66.6 percent; and Grade 11, 70.8 percent. The percentages of students needing improvement varied both across grades on particular objectives and within grades across objectives.

In math, the percentage of students meeting the standard in 1985 ranged from a high of 85.5 percent in Grade 2 to a low of 57.3 percent in Grade 8. Other percentages were: Grade 1, 83.5 percent; Grade 3, 79.2 percent; Grade 6, 61.4 percent; and Grade 11, 73.3 percent.

When the reading and math percentages are compared with those of 1981, all objectives at all grades show a decrease in percentage of students needing improvement. In Grade 1, the decrease in 1985 in relation to 1981 ranged from four percentage points to 11 points on the six reading objectives. The ranges of decrease for the other grades tested were: from 10 percentage points to 18 points for Grade 2; 11 to 16 points for Grade 3; six to 13 points for Grade 6; eight to 14 points for Grade 8; and five to nine points for Grade 11.

In math, the range of decrease in students needing improvement in the five math objectives of Grade 1 were seven to 14 percentage points. The ranges of decrease for other grades in mathematics included six to 16 percentage points for Grade 2; four to 18 points for Grade 3; six to 15 points for Grade 6; eight to 18 points for Grade 8; and six to 11 points for Grade 11.

The BSAP Writing Test was administered in Grades 6, 8, and 11. The Writing Test requires that each student write a composition based upon a specific prompt. In writing, 76 percent of the sixth graders, 77 percent of the eighth graders, and 79 percent of the 11th graders met the writing standard. As with the Reading and Mathematics Tests, the writing test is not timed.

During the 1984-85 school year, the Basic Skills Section conducted visits to 15 school districts. Of those monitored, two were in full compliance with BSAP objectives; 13 were "progressing toward compliance;" and none was found to be "not in compliance."

The 25-member Basic Skills Advisory Commission, under the direction of its chairman, Wallace Brown, held five meetings during 1984-85 and was actively involved in monitoring the development and implementation of the program. In addition, the commission assisted with the 1984-85 testing reports, worked to acquire adequate funding for the program, and reviewed BSAP plans and materials. The commission also reviewed changes at the federal and state levels; heard concerns and comments from individuals and groups; and received briefings on the Education Improvement Act from Governor Richard Riley, State Superintendent of Education Dr. Charlie G. Williams, and Dr. Terry Peterson of the governor's staff.

## INTRODUCTION

The purpose of this report is to comply with Section 1(d)(2)(1) of 1978 Act 631 (Basic Skills Assessment Program), as amended, which requires that the State Board of Education, through the State Department of Education, "report the results of the program annually to the Governor, the General Assembly, the school districts and to the general public, together with any recommendations of the South Carolina Basic Skills Advisory Commission created pursuant to Section 1A of this Act."

The South Carolina Basic Skills Assessment Program (BSAP) was established by legislation enacted in 1978. Among the major provisions of the legislation which established the BSAP are the requirements that the State Board of Education, through the State Department of Education: (1) establish statewide educational objectives in the basic skills of reading, writing, and mathematics for kindergarten through Grade 12 with minimum standards of student achievement for readiness and for Grades 1, 2, 3, 6, 8, and 11; (2) select a readiness test to be administered at the beginning of first grade; (3) select or develop criterion-referenced tests in reading and mathematics to be administered at the end of Grades 1, 2, and 3; and (4) select or develop criterion-referenced tests in reading, writing, and mathematics to be administered at the end of Grades 6, 8, and 11.

Additionally, the legislation required the participation of all public school districts in the program (Section 2) and the establishment of a Basic Skills Advisory Commission (Section 1A). The legislation also set forth a schedule for the implementation of the various requirements of the BSAP (Section 4). The law explicity requires that the results of the testing program be used as a basis for providing appropriate instruction for those students who do not achieve the minimum standards that are set.

There are two primary components of the legislation which are highly interrelated: an instructional component and a testing/evaluation component. Hence, the responsibility for implementing the various requirements of the Act is the responsibility of two sections in the Department of Education. The Basic Skills Section, Office of General Education, has as its focus the instructional component; the Student Assessment Unit, Educational Assessment Section, Office of Research, has the responsibility for the testing and evaluation component.

During 1980-81, the Basic Skills Section was created. The mission of the Basic Skills Section is to provide direction and leadership to districts for the development, implementation, and evaluation of basic skills programs and services to ensure that effective compensatory and remedial instructional programs are provided in South

Carolina's public schools. Included as a function of the section is insuring the completion of all instructional responsibilities assigned to the State Department of Education through the enactment of the Basic Skills Assessment Program Act.

The Student Assessment Unit of the Educational Assessment Section is responsible for carrying out activities related to testing and evaluation. These activities include test item development, test item revision, maintenance of the test item pool, score report development, workshop training for local personnel on how to administer the test, and in-service to district personnel on utilization of test results.

The timetable in the BSAP legislation required that specific activities be completed in each academic year. A description of the yearly activities and accomplishments are presented in the annual predecessors of this report. The bibliography in Appendix A provides a list and description of those annual reports, as well as other resource materials that have been developed to supplement the Basic Skills Assessment Program.

The Education Improvement Act of 1984 amended the Basic Skills Assessment Program legislation to include a high school exit exam and a science basic skills program. The exit exam will need to be successfully completed by all South Carolina public high school graduates beginning in the school year 1989-90. The establishment of science objectives and subskills were mandated for Grades 1 through 8 and science tests for Grades 3, 6, and 8.

The purpose of this report is to present and explain the 1984-85 Basic Skills Assessment Program as prescribed in the 1978 legislation. This information should facilitate the decision-making process for state, district, and school level educators and administrators. By examining the 1985 BSAP test results, as well as the results across years, educators may be able to identify specific areas of student strengths and weaknesses with respect to the BSAP objectives.

## ACCOMPLISHMENTS DURING 1984-85

The schedule for 1984-85 required that the readiness test be administered to all first grade students; that criterion-referenced tests based upon the basic skills objectives be administered to all students in Grades 1, 2, 3, 6, 8, and 11; and that the Department monitor the implementation of the instructional components of the Basic Skills Assessment Program. These activities and accomplishments are discussed in the sections "Test Administration - Readiness," "Test Administration Grades 1, 2, 3, 6, 8, and 11", and "Instruction". The accomplishments and activities of the Basic Skills Advisory Commission are given in the final section, "Basic Skills Advisory Commission".

## TEST ADMINISTRATION - READINESS

### Introduction

Section 1(b)(1) of 1978 Act 631 (Basic Skills Assessment Program) requires that a readiness test be administered to all public school students at the beginning of Grade 1. According to the legislation, the test will be designed to measure a student's readiness to begin the formal school curriculum; and the results of the test are to be used to provide appropriate developmental activities to the first grade student. Additionally, the law requires that school districts advise the parents of any student not indicating readiness for first grade work to secure a complete physical examination for that child.

On June 8, 1979, the State Board of Education adopted the Cognitive Skills Assessment Battery (CSAB) as the readiness test to be administered to all entering public school first graders as part of the Basic Skills Assessment Program in accordance with Section 1(b)(1) of Act 631. A list of the Kindergarten Committee members who were instrumental in the objectives establishment and test selection processes are provided in Appendix B.

Detailed reports on past years of CSAB testing are provided in Ready or Not for the first year of testing (1979) and in annual preliminary reports for the succeeding years. Except for Ready or Not, currently out of print, all reports are available from the Educational Assessment Section, Office of Research, South Carolina Department of Education.

### The CSAB

The Boehm/Slater: Cognitive Skills Assessment Battery (CSAB), published by Teacher's College Press, is an individually administered readiness battery requiring approximately twenty-five to thirty minutes per child for administration. The test is not timed; and, in the administration of the instrument, teachers are encouraged to use as much time as necessary to obtain an accurate assessment of each child.

The CSAB was selected for use in the Basic Skills Assessment Program primarily because of its relationship to the eighteen kindergarten objectives. The instrument includes items related to the following areas: basic information (e.g., address and birth date), identification of body parts, color identification, shape identification, number knowledge, information from pictures, picture comprehension, story comprehension, multiple directions, large muscle coordination, auditory memory, visual-motor coordination, sentence recall, vocabulary, visual memory, symbol discrimination, letter naming, visual-auditory discrimination, auditory discrimination, and response during assessment. The last area, "Response During Assessment", is based on the teacher's observation of how the child reacts during the test administration. This last area is not included in the determination of "readiness"; however, the information which the teacher obtains during the one-on-one testing is useful to the teacher in understanding each child and planning appropriate learning activities for each child during the early days of the school year.

## The Readiness Score

Section 1(a) of Act 631 requires that the State Board of Education set minimum standards for readiness and for the basic skills areas of reading, writing, and mathematics. Additionally, as mentioned earlier, school districts are required to notify parents of and provide appropriate developmental activities for those students not indicating readiness for first grade work.

As a consequence of the above requirements, the Department of Education and the State Board identified a score below which a child would be considered as "not ready". The score which was selected was 88 of a possible 117 points on the CSAB.

The selection of the minimum score was based on data collected during the field-test of the CSAB during Spring, 1979. Prior to the administration of the test, teachers involved in the field-test were asked to rate each child in their class in terms of the child's readiness for first grade work. The ratings used were "ready", "not ready", and "undecided". The "undecided" rating was used when teachers were unsure about the child's readiness status.

The teacher ratings obtained through this process were used in conjunction with students' actual performance on the test as a basis for selecting the test score which most clearly distinguished between the "ready" and "not ready" groups of students. Since the readiness classifications resulting from the selected cut-off score were not always in agreement with teacher judgments, some students considered "ready" by the teachers may have been judged "not ready" by the test and vice-versa. This point should be considered when interpreting the test data.

## Cautions in Interpretation of the Data

There are two major cautions which appear to be in order concerning the interpretation of the test results. The first of these relates to the minimum score for the determination of readiness and the second, to the differences in performance between and among various groups and subgroups.

Although the procedures used in arriving at the score of 88 out of 117 points utilized a large amount of data and the best technical procedures available, there may exist little real difference in the cognitive development of two children who score 87 and 88, respectively, even though one is considered "not ready" and the other, "ready". The law requires that school districts provide appropriate developmental activities for those children who score below 88. Consequently, the State Department of Education continues to stress the necessity for meeting the needs of those children. At the same time, addressing the needs of **all** children, regardless of their scores on the readiness instrument, is a necessity. For those children who score considerably above or below the "cut-score", differences in their cognitive development or "readiness" are usually apparent. However, for students who are at or near the "cut-score", very small differences in development may not be as apparent and may be exaggerated by the classifications of "ready" and "not ready". Therefore, the teacher should carefully assess the readiness needs of each child using the CSAB results as a guide.

Each child's performance on the test provides valuable information concerning his/her degree of readiness **at the time of testing** and should be used by teachers for the purpose of planning appropriate programs for each child. The scores should not, however, be viewed as unchanging or unchangeable and under no circumstances should the scores be used for the purpose of labeling or tracking children. Some "not ready" students will progress more quickly than others, and they should not be retained in instructional groups which may have been created on the basis of CSAB scores. Additionally, speaking of performance on the test as "passing" or "failing" is inappropriate. The test results simply provide information to be used in meeting the needs of each child.

The second area in which extreme caution needs to be exercised in the interpretation of the data deals with the performance of various subgroups within the total population of first graders. While data for various subgroups can provide information as to which of the subgroups, as a whole, may need additional developmental activities in the first grade, the data cannot and should not be used as a basis for making cause and effect statements. For example, in looking at the percentage of students classified as "ready" by "type of educational program experienced as a five-year old" (refer to Table 2), a large discrepancy is noted between public kindergartens and Head Start programs. **These data do not support any conclusions about the relative effectiveness of the two programs.** The programs serve different populations of students, and there is no information available about differences that may have existed among these populations at the time of entry into the two programs. Thus, no information is available about how much gain children made in either Head Start or public kindergarten; and, consequently, there is no basis for making judgments about the relative effectiveness of the programs. Additionally, some differences in performance may be attributable to different emphases in the programs. For example, Head Start provides a number of social services, in addition to the education component. This caution about the interpretation of the data is applicable to any comparisons when the populations involved differ significantly on some important characteristics.

## State Readiness Results for 1979-1984

During the Fall, 1984, 72.4 percent (36,742) of the 50,722 students tested were classified as "ready" based on the required minimum score of 88 of a possible 117 points. When compared with the Fall, 1983, figure of 72.6 percent "ready", a drop of 0.2 percentage points between the fifth and sixth years of administration of the CSAB is noted. Although from a practical point of view a drop of 0.2 percentage point is considered to be insignificant, nevertheless, the data indicate that a "leveling-off" effect has occurred. Figure 1 which presents a bar graph of the percentage "ready" against the year of testing, clearly demonstrates the "leveling-off" effect just mentioned. As the Figure indicates, the impact of the CSAB is greatest during the earlier years of the CSAB administration. For example, the difference in percentage of students "ready" between the third and second years of CSAB administration is 4.4 percentage points which is the largest increase in a given year.

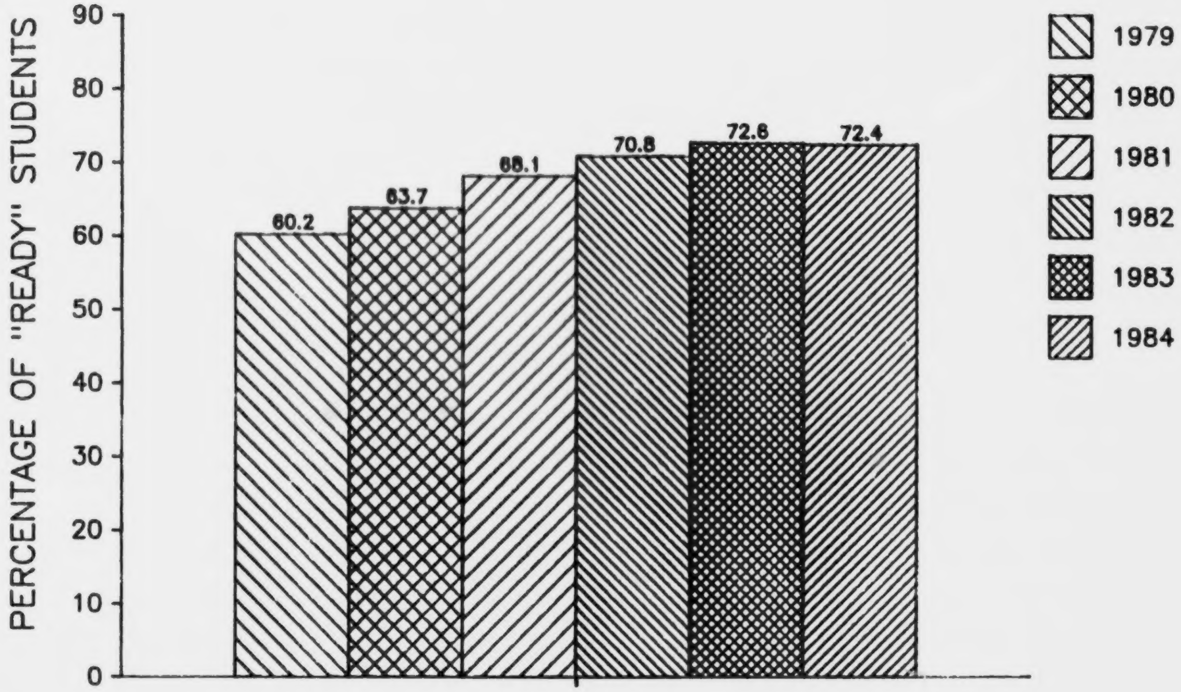


**Figure 1: Percentage of Students Meeting the CSAB Readiness Standard, 1979 to 1984.**

Note that Figure 1 also indicates that between the first and sixth years, 1979 and 1984, an increase of 12.2 percentage points has occurred. Applied to the 1984 population of first graders, this 12.2 percentage point increase represents 6,188 pupils or approximately 295 classes of 21 pupils each.

Table 1 presents information about the numbers and percentages of students classified as "ready" for the total group and for each of the ethnic subgroups. For ease of comparison, the data for the six years are presented in adjacent columns. Only two of the subpopulations (Black and White) represented in Table 1 contained numbers large enough to justify the assumption that the changes in percentage ready between 1979 and 1984 represent more than a chance occurrence. Although the performance of both groups (Black and White) improved between the 1979 and 1984 administrations, the larger increase in the percentage "ready" (16.2 percentage points) was achieved by the Black students. Furthermore, the increase in the percentage "ready" between the 1983 and 1984 administrations was 0.5 percentage point for Black students; whereas, within the same period, a drop of 0.2 percentage point drop was observed for White students. The increase for Black students is particularly encouraging since the largest gains continue to be in the subgroup that the CSAB initially indicated as the subgroup with the greatest need for improvement.

The reporting of the CSAB results in terms of the percentage of students "ready" or "not ready" may lead to the assumption that having 100 percent of the State's students "ready" is possible. Although striving to have 100 percent of the State's students "ready" when they enter the first grade may be a worthy goal, there is no reason to expect that this ideal will ever be attained. Readiness is developmental in nature and can be influenced by many factors such as home environment and age. Consequently, any expectation that all students will be "ready" for first grade disregards individual differences that are related to these factors. The magnitude of some differences associated with environmental factors may be reduced by providing children with appropriate experiences during early childhood, but the expectation that all differences related to readiness can be eliminated does not appear reasonable.

A question of interest concerning the data is: To what may the overall increase of 12.2 points in the percentage of students classified as "ready" over the six year assessment period be attributed? Although the data presented here provide no definitive explanations for the increase, possible explanations may be sought from two sources: 1) information about changes in some of the variables which appear to be related to readiness, e.g., kindergarten vs. no kindergarten experience and 2) information about changes in the instructional emphasis in various early childhood programs.

| Subgroup | 1979 | | 1980 | | 1981 | | 1982 | | 1983 | | 1984 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready |
| White | 26,983<br>55.6 | 19,492<br>72.2 | 26,456<br>55.5 | 19,787<br>74.8 | 25,692<br>54.8 | 20,309<br>79.1 | 25,828<br>54.5 | 20,961<br>81.2 | 27,328<br>54.2 | 22,597<br>82.7 | 26,952<br>53.1 | 22,245<br>82.5 |
| Black | 21,047<br>43.4 | 9,398<br>44.7 | 20,809<br>43.6 | 10,310<br>49.6 | 20,785<br>44.3 | 11,345<br>54.9 | 20,936<br>44.3 | 12,142<br>58.0 | 22,571<br>44.8 | 13,621<br>60.4 | 23,280<br>45.9 | 14,166<br>60.9 |
| Asian American | 263<br>0.5 | 171<br>65.0 | 272<br>0.6 | 183<br>67.3 | 254<br>0.5 | 189<br>74.4 | 292<br>0.6 | 218<br>74.7 | 267<br>0.5 | 207<br>77.5 | 262<br>0.5 | 179<br>68.3 |
| Hispanic | 98<br>0.2 | 63<br>64.3 | 100<br>0.2 | 53<br>53.0 | 93<br>0.2 | 63<br>67.7 | 125<br>0.3 | 77<br>61.6 | 130<br>0.3 | 95<br>73.1 | 145<br>0.3 | 99<br>68.3 |
| American Indian | 54<br>0.1 | 17<br>31.5 | 54<br>0.1 | 25<br>46.3 | 39<br>0.1 | 14<br>35.9 | 61<br>0.1 | 37<br>60.7 | 53<br>0.1 | 30<br>56.6 | 50<br>0.1 | 30<br>60.4 |
| Unknown | 80<br>0.2 | 47<br>58.8 | 6<br>0.0 | 4<br>66.6 | 39<br>0.1 | 27<br>69.2 | 70<br>0.2 | 46<br>65.7 | 31<br>0.1 | 22<br>71.0 | 32<br>0.1 | 22<br>68.8 |
| All Students | 48,525<br>100.0 | 29,188<br>60.2 | 47,697<br>100.0 | 30,362<br>63.7 | 46,905<br>100.0 | 31,948<br>68.1 | 47,312<br>100.0 | 33,481<br>70.8 | 50,380<br>100.0 | 36,572<br>72.6 | 50,722<br>100.0 | 36,742<br>72.4 |

**Table 1: Number and Percent of CSAB Students Tested in Each Subgroup; Number and Percent of CSAB Students "Ready" in Each Subgroup**

In examining information from the changes in variables which are apparently related to readiness, attention is drawn first to Table 2 which provides data on the percentage of students classified as "ready" by the type of educational program experienced as a five-year old.[1] Table 2 also provides the percentage of the total population in each kindergarten experience category. For example, the 1979 data indicate that 7 percent of the students tested had not participated in any type of formal educational program as five-year-olds. The comparable figures for 1980, 1981, 1982, 1983, and 1984 are 5.0 percent, 3.4 percent, 2.7 percent, 2.1 percent, and 1.9 percent, respectively. Lack of participation in any type of formal kindergarten experience as a five-year-old appears to be related to the degree of readiness. Therefore, the decrease of 5.1 points in the percentage of students without kindergarten experience from 1979 to 1984 may account for some of the increase in overall readiness performance over these same six years.

As mentioned earlier, information concerning changes in instructional emphasis in kindergarten programs might also serve to explain some of the increase in the percentage of students identified as "ready". This explanation seems especially likely if early childhood educators are placing increased emphasis on the State-adopted kindergarten objectives which are measured by the CSAB. While there are no "hard data" to confirm that this has happened in all early childhood programs throughout the State, there is evidence to suggest that considerable effort is being made in this direction. School observations by staff of the Department of Education and conversations with school administrators and teachers suggest that the kindergarten objectives are receiving more instructional emphasis in the public school programs, as well as in other programs which enroll five-year old children.

Furthermore, the objectives were adopted during Spring, 1979, and were available to teachers during the 1979-80 school year. Consequently, teachers had approximately five years in which to incorporate the objectives in their instruction prior to the Fall, 1984, administration of the CSAB.

Table 3 presents data for several subpopulations of students: female and male, first grade repeaters and non-repeaters, handicapped and non-handicapped, and first graders eligible for participation in the free or reduced-price lunch program. Although no discussion is provided concerning all of these subpopulations, special mention is warranted for two of them. First, the data for handicapped students do not reflect the total population of handicapped in the first grade. The assessment program included only those handicapped students whose Individual Education Plan (IEP), as required by Public Law 94-142, did not indicate that this type of testing would be inappropriate for the child.

| Subgroup | 1979 |  | 1980 |  | 1981 |  | 1982 |  | 1983 |  | 1984 |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready |
| None | 3,390 | 1,105 | 2,402 | 800 | 1,587 | 623 | 1,277 | 492 | 1,057 | 417 | 941 | 388 |
|  | 7.0 | 32.6 | 5.0 | 33.3 | 3.4 | 39.3 | 2.7 | 38.5 | 2.1 | 39.5 | 1.9 | 41.2 |
| Public Kindergarten | 36,147 | 22,358 | 37,438 | 24,235 | 38,203 | 26,196 | 39,252 | 27,905 | 42,442 | 30,906 | 42,706 | 30,966 |
|  | 74.7 | 61.9 | 78.5 | 64.7 | 81.8 | 68.6 | 83.0 | 71.1 | 84.2 | 72.8 | 84.1 | 72.5 |
| Private or Non-Profit Kindergarten | 4,525 | 3,584 | 4,636 | 3,768 | 4,208 | 3,545 | 4,273 | 3,619 | 4,381 | 3,797 | 4,564 | 3,965 |
|  | 9.3 | 79.2 | 9.7 | 81.3 | 9.0 | 84.2 | 9.0 | 84.7 | 8.7 | 86.7 | 9.0 | 86.9 |
| Head Start | 1,627 | 638 | 1,560 | 642 | 1,271 | 620 | 1,127 | 604 | 1,169 | 614 | 1,082 | 538 |
|  | 3.4 | 39.2 | 3.3 | 41.2 | 2.7 | 48.8 | 2.4 | 53.6 | 2.3 | 52.5 | 2.1 | 49.7 |
| Other (Nursery Schools, etc.) | 807 | 499 | 523 | 333 | 414 | 273 | 348 | 237 | 223 | 153 | 224 | 136 |
|  | 1.7 | 61.8 | 1.1 | 63.7 | 0.9 | 65.9 | 0.7 | 68.1 | 0.4 | 68.6 | 0.4 | 60.7 |
| Unknown | 1,909 | 930 | 1,127 | 576 | 1,023 | 568 | 1,035 | 624 | 1,108 | 685 | 938 | 578 |
|  | 3.9 | 48.7 | 2.4 | 51.1 | 2.2 | 55.5 | 2.2 | 60.3 | 2.2 | 61.8 | 1.9 | 61.6 |
| ALL STUDENTS | 48,406* | 29,114 | 47,686* | 30,354 | 46,706* | 31,825 | 47,312 | 33,481 | 50,380 | 36,572 | 50,722 | 36,742 |
|  | 100.0 | 60.2 | 100.0 | 63.7 | 100.0 | 68.1 | 100.0 | 70.8 | 100.0 | 72.6 | 100.0 | 72.4 |

*NOTE: "Total" differs from total in Table 1 because the data for some students were not recorded on the response forms.

Table 2: Number and Percent of CSAB Students Tested by Type of Educational Program Experienced as a Five-Year Old; Number and Percent of CSAB Students "Ready" by Type of Educational Program Experienced as a Five-Year Old

| Group | 1979 |  | 1980 |  | 1981 |  | 1982 |  | 1983 |  | 1984 |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready | # Tested<br>% of Tot | # Ready<br>% Ready |
| Female | 23,142<br>47.7 | 14,876<br>64.3 | 22,789<br>47.8 | 15,509<br>68.1 | 23,392<br>47.7 | 15,973<br>71.3 | 22,247<br>47.4 | 16,703<br>74.5 | 24,247<br>48.1 | 18,382<br>75.8 | 24,000<br>47.4 | 18,160<br>75.5 |
| Male | 25,340<br>52.2 | 14,286<br>56.4 | 24,905<br>52.2 | 14,850<br>59.6 | 24,472<br>52.2 | 15,951<br>65.2 | 24,799<br>52.4 | 16,716<br>67.4 | 26,110<br>51.8 | 18,172<br>69.6 | 26,636<br>52.5 | 18,549<br>69.6 |
| Repeaters | 4,951<br>10.2 | 2,807<br>56.7 | 5,100<br>10.7 | 3,234<br>63.4 | 5,418<br>11.6 | 3,802<br>70.2 | 5,838<br>12.3 | 4,317<br>74.0 | 6,418<br>12.7 | 4,934<br>76.9 | 7,335<br>14.5 | 5,725<br>78.1 |
| Non-Repeaters | 43,430<br>89.8 | 26,279<br>60.5 | 42,585<br>89.3 | 27,123<br>63.7 | 41,357<br>88.2 | 28,066<br>67.9 | 41,330<br>87.4 | 29,068<br>70.3 | 43,831<br>87.0 | 31,553<br>72.0 | 43,264<br>85.3 | 30,932<br>71.5 |
| Handicapped | 1,629<br>3.4 | 614<br>37.7 | 1,375<br>2.9 | 576<br>41.9 | 2,264<br>4.8 | 1,134<br>50.1 | 2,660<br>5.6 | 1,362<br>51.2 | 3,121<br>6.2 | 1,742<br>55.8 | 3,420<br>6.7 | 1,848<br>54.0 |
| Non-Handicapped | 46,768<br>96.6 | 28,485<br>60.9 | 46,307<br>97.1 | 29,777<br>64.3 | 44,509<br>94.9 | 30,740<br>69.1 | 44,430<br>93.9 | 32,004<br>72.0 | 47,063<br>93.4 | 34,726<br>73.8 | 46,895<br>92.5 | 34,641<br>73.9 |
| Not Eligible for Free/ Reduced Price Lunch | 20,447<br>42.3 | 15,564<br>76.1 | 21,867<br>45.9 | 17,228<br>78.8 | 23,044<br>49.1 | 18,739<br>81.3 | 22,829<br>48.3 | 19,152<br>83.9 | 24,150<br>47.9 | 20,540<br>85.1 | 25,030<br>49.4 | 21,158<br>84.5 |
| Eligible for Reduced Price Lunch | 3,376<br>7.0 | 2,085<br>61.8 | 4,028<br>8.4 | 2,701<br>67.1 | 3,437<br>7.3 | 2,422<br>70.5 | 2,999<br>6.3 | 2,177<br>72.8 | 3,124<br>6.2 | 2,370<br>75.9 | 3,101<br>6.1 | 2,314<br>74.6 |
| Eligible for Free Lunch | 17,866<br>36.9 | 7,607<br>42.6 | 21,760<br>45.7 | 10,405<br>47.8 | 19,901<br>42.4 | 10,472<br>52.6 | 21,066<br>44.5 | 11,905<br>56.5 | 22,419<br>44.5 | 13,233<br>59.0 | 21,958<br>43.4 | 12,844<br>58.5 |

*NOTE: Number and percentage for subgroups may differ from state totals because of incomplete data for some students, e.g., information on eligibility for free/reduced-price lunch programs was not available for 687 students in 1983.

**Table 3: Number and Percent of CSAB Students Tested by Sex, First Grade Repeater or Non-Repeater, Handicapped or Non-Handicapped, and Eligibility for Free/Reduced-Price Lunch Program; Number and Percent of CSAB Students "Ready" by Sex, First Grade Repeater or Non-Repeater, Handicapped or Non-Handicapped, and Eligibility for Free/Reduced-Price Lunch Program**

The other group represented in Table 3 and deserving special comment is the free/reduced price lunch subpopulation. Information on the students' eligibility to participate in the free/reduced price lunch program was collected as an indicator of socioeconomic background since most studies involving performance on cognitive tests show a rather strong correlation between socioeconomic status and test performance. Note that the term "correlation" denotes an associational relationship not a "cause-effect relationship". In general, socioeconomic background seems to be related to conditions which affect the classification of students as "ready" or "not ready" on the CSAB. The data by readiness status for all six years indicate that the weakest performance is exhibited by those students who were eligible for free lunch. However, the data also reflect a substantial improvement in the performance of the free lunch group with an overall increase of 15.9 percentage points since the initiation of the program in 1979. Although changes in socioeconomic status cannot, in the short-term, be influenced by the public schools, there is ample research evidence to suggest that children from economically and socially deprived backgrounds can be helped to overcome their educational deficiencies through the provision of special developmental activities.

Table 4 presents the frequency and percent of students who scored within the various score intervals. Note that in 1984, 6,559 students (approximately 12.9 percent of those tested) scored in the interval 81-87 which is just below the readiness score of 88. Another 4,652 (9.2 percent) scored in the interval 71-80. The time and effort per child required to meet the needs of the students in the combined score range of 71-87 will not be as great as that required to meet the needs of the less than 1 percent who scored 50 or below.

In general, discussions of students who are identified as "ready" or "not ready" tend to result in a mind-set that regards all students in each of the categories as being the same. Consequently, there may be a tendency to forget that there are degrees of readiness and that readiness should be thought of as an uninterrupted sequence of development. The data presented in Table 4 should vividly illustrate the point that all students identified as "not ready" are not the same and, consequently, do not need either the same kind or degree of special attention. There is undoubtedly a tremendous difference in the developmental levels of two students who score 17 and 87, but both students would be identified as "not ready".

| Raw Score Interval | Frequency by Year | | | | | | Percent of Frequency by Year | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 |
| 0 - 10 | 7 | 14 | 8 | 8 | 2 | 3 | .014 | .029 | .002 | .017 | .004 | .006 |
| 11 - 20 | 14 | 21 | 6 | 14 | 9 | 9 | .029 | .044 | .015 | .030 | .018 | .018 |
| 21 - 30 | 95 | 64 | 54 | 44 | 36 | 33 | .196 | .135 | .113 | .093 | .071 | .065 |
| 31 - 40 | 204 | 171 | 128 | 88 | 87 | 83 | .420 | .358 | .273 | .186 | .173 | .164 |
| 41 - 50 | 555 | 449 | 335 | 310 | 252 | 220 | 1.144 | .941 | .714 | .655 | .500 | .434 |
| 51 - 60 | 1,245 | 1,094 | 821 | 760 | 703 | 684 | 2.566 | 2.294 | 1.750 | 1.606 | 1.395 | 1.343 |
| 61 - 70 | 6,502 | 5,859 | 5,066 | 4,611 | 4,603 | 4,652 | 13.399 | 12.284 | 10.800 | 9.746 | 9.137 | 9.171 |
| 81 - 87 | 7,806 | 7,096 | 6,454 | 6,263 | 6,306 | 6,559 | 16.087 | 14.877 | 13.760 | 13.238 | 12.517 | 12.931 |
| 88 - 90 | 4,243 | 4,051 | 3,861 | 4,012 | 4,056 | 4,082 | 8.744 | 8.493 | 8.231 | 8.480 | 8.051 | 8.048 |
| 91 - 100 | 14,584 | 15,198 | 15,586 | 16,038 | 17,287 | 17,594 | 30.055 | 31.864 | 33.229 | 33.898 | 34.313 | 34.686 |
| 101 - 110 | 9,255 | 9,936 | 11,151 | 11,990 | 13,551 | 13,486 | 19.073 | 20.831 | 23.774 | 25.342 | 24.898 | 26.588 |
| 111 - 117 | 1,106 | 1,177 | 1,350 | 1,441 | 1,678 | 1,580 | 2.279 | 2.468 | 2.878 | 3.046 | 3.331 | 3.115 |

Table 4: Grouped CSAB Raw Score Frequency Distribution, All Students.

## District Readiness Results for 1984

The district data are included in this report as a result of change in State Board policy which now requires the release of test data by district. The interpretation of district data, however, warrants several notes of caution. First, there may be wide variation in CSAB scores among schools in a district. Thus, if the percentage of students "ready" in a given district is low, some schools within the district may have higher percentages of students "ready".

Second, since CSAB scores are found to be related to numerous student characteristic variables, direct comparisons of districts is not feasible. Therefore, comparison of districts should not be made unless differences in the student populations are considered as part of the comparison.

Third, because of measurement error and a different group of students being tested, district scores can fluctuate from one year to another. The extent of the score fluctuation is known to be related to the size of the district: the districts with small enrollments are expected to show greater fluctuation than districts with large enrollments.

Fourth, the reporting of the CSAB results in terms of the percentage of students "ready" may lead to the assumption that having all of the State's students "ready" is possible. Because of the developmental nature of readiness, however, this expectation does not seem to be reasonable.

The percentage of students classified as "ready" for each district from 1979 to 1984 is provided in Appendix C. Additionally, for the 1984 CSAB test administration, the number of students tested (NTESTED), percentage of students not participating in any type of formal educational program as five-year olds (PNOEXP), and the percentage of students in the free/reduced lunch category (PFRLUNCH) are provided in Appendix C.

Table 5 presents a breakdown of districts into categories that represent percentage of students classified as "ready" for 1979 and 1984 administrations. Each category represents an interval of ten percentage points. The intervals are arbitrary; thus, no meaning should be ascribed to a particular category. An examination of Table 5 reveals that from 1979 to 1984 many districts have experienced higher percentages of students "ready". In the 1979 CSAB administration, 23 districts had fewer than 50 percent of their students "ready", while in 1984 only one district had less than 50 percent of its students "ready". Furthermore, in the 1979 CSAB administration, only 11 districts had more than 70 percent of their students "ready", while in the 1984 CSAB administration, 53 districts had more than 70 percent of their students "ready". Thus, from the first administration of the CSAB (1979) to the sixth administration (1984), considerable gains have been experienced throughout all the districts in South Carolina.

| Percent Ready | 1979 | 1984 |
|---|---|---|
| 0-9 | | |
| 10-19 | | |
| 20-29 | 3 | |
| 30-39 | 6 | |
| 40-49 | 14 | 1 |
| 50-59 | 30 | 8 |
| 60-69 | 28 | 31 |
| 70-79 | 8 | 36 |
| 80-89 | 3 | 13 |
| 90 + | | 4 |

**Table 5: Number of Districts within Each Percent "Ready" Category**

## Instructional Impact

When examining and discussing the impact of the CSAB testing on first grade children, the question of "What is happening as a result of the testing?" arises. More specifically, the question becomes "What is being done to meet the needs of the students who are not ready?".

The readiness testing component of the Basic Skills Assessment Program has had a positive effect on instruction in kindergarten and first grade programs in the districts and schools in our state. The testing has most importantly brought statewide attention to the 18 kindergarten objectives which are measured through a combination of the CSAB results and teacher observation. By utilizing these objectives as the core of the early childhood curriculum, programs in the public schools have continued to follow the rationale that all areas of the young child's development should be addressed to provide appropriate daily experiences and to build the best foundation possible for later learning. Additionally, the individualized nature of the testing emphasizes one-to-one communication between the teacher and child and provides information which can serve as a basis for individualizing instruction early in the school year.

Contacts by State Department staff and requests for publications have indicated that many early childhood programs outside the public school system have also adopted the 18 kindergarten objectives as part of their curricula. This broader base of participation in the use of these objectives has provided continuity for children as they move through the various programs.

Greater coordination between kindergarten and first grade teachers has developed as a result of the CSAB testing. Most kindergarten teachers and administrators have studied the CSAB results to determine the strengths and weaknesses of their previous year's kindergarten students. This examination of scores has provided information for program improvement, inservice planning, and acquisition of materials.

The instructional programs for kindergarten and first grade have been modified and for the first time are coordinated programs as a consequence of incorporating the kindergarten objectives in the curricula. More accurate record keeping systems have been developed so that first grade teachers can trace the progress made by students during their kindergarten year. Most districts have also eliminated double testing of students with other readiness tests and use additional testing for only those students whom the teacher has difficulty diagnosing.

Communication with parents regarding the child's progress in kindergarten and first grade has improved as a result of legislated requirements and the many new parenting programs. Parent volunteers have been recruited and have been actively involved in the learning situation. Frequent parent-teacher conferences at many schools have become a rule rather than an exception. Telephone calls, series of letters, and progress reports have improved communication with parents. Materials such as idea books and take home activity bags keyed to the objectives have been frequently provided.

The population of all first graders has benefited from the implementation of the CSAB. Even those students scoring 88 or above often need additional assistance in specific areas pointed out in the score reports. These needs have been addressed, along with the "appropriate developmental activities" mandated in the law for those students scoring below 88.

For those students scoring below 88, some districts have made concentrated efforts to adjust the traditional first grade curriculum to encompass more activity oriented procedures and hands-on materials. Less emphasis on early paper and pencil activities for these students has been observed. Special assistance for these students is being provided through the use of floating aides, tutors, Chapter 1 resources, and various other special arrangements. Organized collections of teacher-made materials related to the objectives have been established to serve as readily available resources to be used by teachers, aides, or volunteers.

Assistance to districts from the State Department of Education has included the following activities:

1. in-service education for district personnel;
2. development of resource materials for use by teachers; and
3. provision of technical assistance as a result of monitoring visits to selected districts and schools.

Resource materials and publications have also been developed by the Department of Education and are listed in Appendix A.

These responses of school districts and the Department of Education to the needs of "not ready", as well as "ready" students, are not intended to be exhaustive. Instead, the intent is to illustrate that the CSAB is being taken seriously. Districts are working hard to integrate the BSAP kindergarten objectives into their curricula, often given limited financial resources and staff availability. The numerous activities in which South Carolina districts are involved attest to the fact that the effects of BSAP are being realized in the districts and that CSAB results are being used to meet the needs of the individual student. Districts are also making use of Department publications in their efforts to address the BSAP kindergarten objectives in their curricula.

## Summary of Readiness Test Administration

The positive outcomes discussed in the preceding section are reinforced by the findings over the six years of the readiness program. As indicated in the beginning of this report, the results presented are derived from the analyses of the Fall, 1984, CSAB data and comparisons with the data from 1979, 1980, 1981, 1982, and 1983. Between the first and sixth years of assessment, 1979 and 1984, the percentage of students "ready" has increased by 12.2 points. In more meaningful terms, approximately 6,188 more pupils were "ready" for first grade in Fall, 1984, than when the program began in Fall, 1979.

## TEST ADMINISTRATION - GRADES 1, 2, 3, 6, 8, and 11

### Introduction

As indicated earlier, the BSAP legislation required the establishment of statewide educational objectives and the use of criterion-referenced tests to assess student performance on these objectives. The objectives which the BSAP tests are designed to measure were identified during the 1978-79 school year. Through a process which involved over 18,000 South Carolina educators, as well as members of the general public, 16 basic skills objectives were identified. Each of the 16 objectives -- six in reading, five in writing, and five in mathematics -- is repeated at each grade level in essentially the same form but at a different level of complexity. Each of the objectives at each grade level is accompanied by a suggested measurement strategy which indicates the possible shifts in content and skills at the various grades. The brief descriptors for the 16 continuing objectives in the three subject areas are present below.

Reading
- Decoding and Word Meaning
- Details
- Main Idea
- Reference Usage
- Inference
- Analysis of Literature

Writing
- Handwriting
- Mechanics
- Word Usage
- Sentence Formation
- Composition

Mathematics
- Concepts
- Operations
- Measurement
- Geometry
- Problem Solving

As a part of the test development process, the subskills reflected in each objective were further defined; and decisions were made regarding the appropriate grade placement of each subskill. Test items were then developed to assess the specific subskills related to each of the objectives. The test items were reviewed and revised by South Carolina educators, field tested, and further revised and refield tested when necessary. All BSAP tests are untimed.

The BSAP tests are administered in the spring of each year by the State Department of Education in fulfillment of the assessment component of the BSAP legislation. On April 23-25, 1985, the BSAP tests were administered in Grades 1, 2, 3, 6, 8, and 11 in all districts in South Carolina. This was the fifth test administration in Grades 1, 2, 3, 6, and 8, and the fourth test administration in Grade 11.

The April, 1985, administration of the BSAP tests included 268,471 students in Grades 1, 2, 3, 6, 8, and 11. The number of students tested for each grade is as follows: Grade 1 - 49,832; Grade 2 - 45,004; Grade 3 -42,287; Grade 6 - 45,033; Grade 8 - 49,132; and Grade 11 - 37,183. Students who were receiving special services because of handicapping conditions were included in the testing unless their Individual Education Plans (IEP's), as required by Public Law 94-142, indicated that the BSAP tests would be inappropriate.

Scores on the BSAP Reading and Mathematics Tests for all grades tested are reported as scale scores to districts, schools, teachers, and parents. The statewide standard was set at a scale score of 700. The scores on the BSAP Writing Test for Grades 6, 8, and 11 are reported as 0, 1, 1.5, 2, 3, 3.5, or 4 with the standard set at 3. The baseline year for the BSAP Reading and Mathematics Tests, which represents the first statewide administration of the BSAP, is 1981 for Grades 1, 2, 3, 6, and 8 and 1982 for Grade 11. For the BSAP Writing Test which is administered only in Grades 6, 8, and 11, the baseline year is 1983.

## The BSAP Reading and Mathematics Tests

The BSAP tests were devised to assess the extent to which students have attained the educational objectives which were identified during the 1978-79 school year. In Grades 1, 2, 3, 6, and 8, the Reading and Mathematics Tests consist of six multiple-choice items for each of the objectives. Consequently, the Reading and Mathematics Tests at these five grades consist of 36 and 30 items, respectively. The tests for Grade 11 consist of 10 items for each objective which constitutes a total of 60 items for reading and 50 for mathematics.

The reading level, content, and format of all test items were carefully controlled during the development process through the use of item specifications which are highly detailed descriptions of the test items. All vocabulary in the reading selections used on the tests is restricted to that appropriate for the grade being assessed. In the case of the Mathematics Tests, the reading level is at least one grade below the level at which the test is administered. For example, the third grade Mathematics Test uses second or lower grade-level vocabulary. The Mathematics Tests were constructed in this manner to increase the probability that mathematics skills rather than reading skills were being measured to obtain a more accurate assessment of a student's mathematics achievement. New forms of the test are created each year since the BSAP legislation requires that the tests remain secure.

## The BSAP Writing Tests

The Writing Tests in Grades 6, 8, and 11 require that the students write compositions in response to a specific writing assignment referred to as a writing prompt. The prompt contains a topic on which the students must write their compositions. The topic for testing was selected from topics suggested by the students themselves. After a field testing process, the most appropriate topic at each grade level was selected for the state testing.

The administration procedures require that the student develop a first draft of the composition on a separate sheet of paper, edit the first draft, and then write a final draft on two lined pages that are provided in the answer folder. Teachers are required to provide dictionaries for the students to use during the writing testing.

The Writing Tests are scored according to the BSAP Modified Holistic Scoring Scale which consists of the following score point criteria.

4 point = A more than adequate response

The composition is related to the assigned topic. It has a focus and is unified; and it has a beginning, a middle, and an end. The composition is developed and flows smoothly from idea to idea.

Errors in sentence formation, word usage, and mechanics may be present; but they do not detract from the overall impression of the composition.

3 point = An adequate response

The composition is related to the assigned topic. It has a focus and is unified; and it has a beginning, a middle, and an end. The composition does not present major obstacles for the reader in moving from idea to idea.

Errors in sentence formation, word usage, and mechanics may be present; but they do not substantially detract from the overall impression of the composition.

2 point = A less than adequate response

The composition is related to the assigned topic. It is somewhat focused and unified; and it may lack a beginning, a middle, or an end. The composition may present obstacles for the reader in moving from idea to idea.

Errors in sentence formation, word usage, and mechanics are frequent enough to detract from the overall impression of the composition.

1 point = A very inadequate response
The composition is related to the assigned topic. It lacks focus and is disorganized. The composition is very difficult to follow.
Errors in sentence formation, word usage, and mechanics are frequent and serious enough to detract substantially from the overall impression of the composition.

0 point = A response that cannot be evaluated
The composition is illegible, is totally unrelated to the topic, or contains an insufficient amount of writing to evaluate.

Blank = A paper that should not be assigned a score
If the response is missing or if certain circumstances exist such as teacher interference, there is no score assigned to the paper.

By definition of the score point criteria, papers that receive scores of 4 or 3 are judged to be adequate papers; and papers that receive scores of 2 or 1 are judged to be inadequate. Zero (0) papers are also considered inadequate and are those that are illegible, off topic, or insufficient in length. If the score point values assigned by the two raters are on the same side of the cut score (adequate or inadequate), the average of the two ratings is reported (e.g., scores of 3 and 4 equal a final score of 3.5). If the two score point values are on opposite sides of the cut score, the score is resolved by a third rater called a resolution rater. Consequently, there is no score of 2.5. After the resolution rating, the two ratings on the same side of the cut score are used to obtain the final student score. Additionally, all papers that receive a 0 and any other score receive a resolution rating. The papers that receive a less than adequate score also go through a modified analytic scoring to identify specific objectives (Mechanics, Word Usage, Sentence Formation, and/or Composition) in which the student exhibited deficiences. A separate group of raters is used for the analytical scoring. (NOTE: The Handwriting Objective is assessed only as a function of whether the paper is readable or legible.)

In November and May, the BSAP Writing Committee scored samples of the writing papers that were to be used as model score point papers to train, qualify, and retrain raters and to recalibrate raters to the score scale on a daily basis during the scoring process. The Writing Committee also scored a sample of approximately 1,000 papers at each grade level that was to be used as a validation paper set. The validation paper set was sent through the regular scoring process once a week to insure that the scores of the contractor's raters matched the scores of the BSAP Writing Committee and, consequently, to ensure that the raters were scoring the papers according to the Modified Holistic Score Scale. This validation process, along with a daily monitoring report, aided the Department in locating raters who were having difficulties scoring to the score scale and who needed additional training and requalifying.

The training was conducted by three staff members from the Educational Assessment Section with five additional staff members on site at the time of the training to assist in the training and qualifying processes. Staff members were at the scoring site during the three weeks of holistic scoring. The staff members monitored the entire scoring process, answered all questions related to student papers and the score point criteria, and retrained raters when necessary.

A separate Modified Analytic Scoring Guide was developed to identify student writing deficiencies. The guide contained actual examples of South Carolina student errors. This guide, along with analytic training and qualifying papers, was used to train and qualify a separate group of analytic scorers.

## Test Administration Procedures

Pretest workshops were scheduled at regional sites throughout South Carolina during the period of March 11-22, 1985. Invited were (1) the district test coordinator and (2) two additional members of the school district staff.

Two teams composed of staff members from both the Educational Assessment Section and the Basic Skills Section conducted five regional meetings for approximately 320 participants. Major portions of the workshop presentation involved security procedures and make-up testing.

Every teacher involved in the testing was provided with a Teacher's Administration Manual to facilitate training. In addition, at least one Test Coordinator's Manual was provided per school. The materials developed included the following.

1. Test Coordinator's Manual, Grades 1, 2, 3, 6, 8, and 11 - This manual provided BSAP test administration procedures for district and school test coordinators. The manual was divided into three sections: Before Testing, During Testing, and After Testing. The Before Testing section provided for receipt of materials at the district and school level to maximize the security needed for testing. The During Testing section provided for distribution, collection, and monitoring

procedures during testing. In the After Testing section, make-up testing, return of materials, and availability of scoring services were covered. Samples of forms and answer sheets associated with BSAP testing were included in the manual.

2. Teacher's Administration Manual, Grades 1, 2, 3, 6, 8, and 11 - Separate Teacher's Administration Manuals were provided for each of the six grades tested. The title and grade on the cover of the manuals were color coded by grade. Also color coded by grade was the oral administration script used in Grades 1, 2, and 3. The Teacher's Administration Manual was organized in the same manner as the Test Coordinator's Manual and included samples of appropriate forms.
3. Teacher's Administration Manual Supplement, Grades 1, 2, and 3 - Separate reading and mathematics Teacher's Administration Manual Supplements were color coded by grade and provided to teachers administering the field tests. These supplements contained the field test oral administration directions, as well as directions for additional procedures to be followed during the field test.
4. Writing II Supplement, Grades 6, 8, and 11 - This supplement was provided to test coordinators and teachers in districts administering the writing field test. The procedures and administration directions to be followed during the field test were included in the manuals. Additionally, teachers were provided with separate folders containing the prompts to be field tested.

As part of the Basic Skills Assessment Program, the following score reports are provided by the State Department of Education: (1) an individual student report, (2) a class profile and summary report, (3) a school summary report, (4) a district summary report, (5) a spring school roster report, (6) a fall school roster report, and (7) a remedial/compensatory roster report. A student identification coding system allows a student's score report to go to the school where the student would be enrolled in the fall of the next year.

## Achievement Standards

The BSAP legislation required that minimum standards of achievement be set for readiness and for reading, writing, and mathematics in Grades 1, 2, 3, 6, 8, and 11. The law explicitly requires that the results of the testing program be used as a basis for providing appropriate instruction for those students who do not achieve the minimum standards that are set. The standards for writing in Grades 6, 8, and 11 were set prior to the Spring, 1981, administration of the BSAP tests. The standards for reading and mathematics in Grades 1, 2, 3, 6, and 8 were established following the Spring, 1981, administration of the tests. The Grade 11 reading and mathematics standards were set prior to the Spring, 1983, administration of the tests. The raw score standards for Grades 1, 2, 3, 6, 8, and 11 were transformed into scale scores such that the minimum standard for both reading and mathematics is 700.

## Cautions in the Interpretation and the Use of BSAP Test Data

The tests administered in the BSAP are criterion-referenced and, therefore, by design, measure student performance against a desired criterion or standard. In this respect, the BSAP tests are very different from standardized norm-referenced tests such as the Comprehensive Tests of Basic Skills (CTBS). The CTBS and similar norm-referenced tests are designed to provide a basis for comparing the performance of a student or a group of students with the average performance (norm) of a nationally representative sample of students. In light of the inherent differences between norm-referenced tests and criterion-referenced tests, several cautions are presented in the ensuing discussion with respect to making comparisons and interpretations based on the BSAP data.

**BSAP Tests as Measures of the BSAP Objectives.** The BSAP tests were developed based upon the BSAP statewide objectives and, consequently, are specifically intended for use in South Carolina. In contrast, the CTBS was developed based upon a representative sample of objectives nationwide and normed on a national sample of students. Since the BSAP tests are only administered in South Carolina, there is no information available that indicates how students in other states or in the nation as a whole would perform on the BSAP tests; therefore, the BSAP tests lack comparative national norms by design. The BSAP tests can be used to compare student performance to the preset state standard but cannot be used to compare student performance to some national level of performance. The BSAP tests and the CTBS were developed for different purposes. The intended purpose of the BSAP tests, as stipulated in the legislation, is to assist in the identification of student deficiencies and to serve as a basis for providing instruction to this group of students. District and school data can be used to identify subject area and objective deficiencies for program improvement.

**BSAP Tests as On-Grade Level Tests.** The BSAP legislation requires the tests to be on-grade level and to be administered to all students at the specified grade levels with the exception of those handicapped students excluded by their Individual Education Plans (IEP's). Consequently, caution must be exercised when interpreting test data for students whose instructional level is below the grade level of the test. Since the match between the ability of the student and the test difficulty is not optimal, the test results most likely do not provide as complete a picture of student performance as it would for a student whose ability more closely matches the test difficulty.

**Comparisons across BSAP Tests.** Another caution relates to the legitimacy of making comparisons across basic skill areas and grade levels with the BSAP tests. Since the difficulty of the tests may vary from mathematics to reading and from grade to grade, comparisons should not be made across different grades or across different basic skill tests for a given grade. For example, a scale score of 680 on the Grade 8 BSAP Mathematics Test is not comparable to a 680 on the Grade 8 BSAP Reading Test. Since the tests are also not equated across grades, the scale scores are only comparable from one year to the next for the same basic skill area at the same grade level. Consequently, apparent decreases in the percentages of students meeting the standards across grades may be misleading. For example, if a student receives a scale score of 710 on the Grade 2 BSAP Reading Test, and the next year receives a score of 710 on the Grade 3 BSAP Reading Test, the assumption should not be made that the two scores have the same meaning.

**Socioeconomic and Other Background Performance Factors.** A frequent misuse of test data is the tendency to equate high test scores with educational quality. Users of the data should remember that test data constitute a single type of information that should be used in conjunction with other relevant information to evaluate educational quality. For example, entry characteristics of students such as socioeconomic background and the educational level of parents are factors which are strongly related to test performance. Comparisons of scores among schools and/or districts should not be made unless differences in the characteristics of students are accounted for in these comparisons.

**Comparisons among Student Subgroups.** Caution should be exercised in the interpretation of differences in the performance of various subgroups (e.g., male versus female) within the total population at any grade. While data for various subgroups can provide information as to which of the subgroups as a whole may be most in need of additional instruction, the data cannot and should not be used as a basis for making cause and effect statements about the effectiveness of instruction offered to different groups.

**Interpretation of Results for Each Objective.** A final caution relates to interpretation of performance by objective on the BSAP tests. A small number of items is used to test each BSAP objective. Since these items reflect only a sample of the skills encompassed by each objective, performance on each objective as reflected in the percentage of students needing improvement should be considered as approximate. For a particular year, differences in achievement across objectives measured by the BSAP Reading and Mathematics Tests can differ. These differences may be partially explained by the fact that the skills reflected in some objectives may be inherently more difficult and receive more instructional emphasis than those included in other objectives. Thus, comparing performance across objectives for a given grade (for example, comparing 6th grade performance across the six reading objectives) provides only an estimation of relative strengths and weaknesses. Additionally, caution must be taken when comparing objectives across years for a particular grade because test items and student populations taking the test change from year to year.

**Interpretation of Item Response Data.** For the first time in this report, the percentages of students responding correctly to each test item on the Grades 1, 2, 3, 6, and 8 BSAP Reading and Mathematics Tests are included in Appendix D. There are a number of points that should be kept in mind when reviewing these data. To reiterate a caution mentioned earlier, the items measured sample the skills encompassed by each objective. Furthermore, a particular skill may be measured by only one test item. Since the BSAP objectives encompass a range of skill difficulty, the performance of students on one item, therefore, may not provide an accurate picture of skill performance. Thus, the item response data, to a greater degree than the objective data, should be viewed as very tentative approximations of skill performance and dramatic changes in instructional focus should not be made based on these data in absence of other information.

In the ensuing discussion, the state results are presented separately for the basic skill areas of reading, mathematics, and writing. Within each basic skill area, the results are discussed for each grade; and, within each grade, the results are discussed for 1985, as well as across years. The 1985 results are first contrasted to the 1984 results. Then, trends in the performance of students across the different administrations of the BSAP tests over the past five years (1981-1985) for Grades 1, 2, 3, 6 and 8 and over the past four years (1982-1985) for Grade 11 are highlighted. Finally, the results are presented by grade level for each objective in reading, mathematics, and writing in terms of the percentages of students needing improvement on each objective. For each grade, performance by objective is further analyzed relative to specific skills through examination of item results for the Reading and Mathematics Tests.

## State Reading Results

In this section, the BSAP Reading Test results for the State from 1981 to 1985 are presented and discussed. The BSAP Reading Test results for 1985 are discussed first, followed by comparisons of performance from 1984 to 1985 and from 1981 to 1985. The section concludes with a grade level examination of the statewide results for each of the six reading objectives. The statewide reading item response data for 1985 is discussed in conjunction with the objective results for Grades 1, 2, 3, 6, and 8.

### State Total Reading Test Results

As indicated in Figure 2, the percentage of students meeting the reading standard in 1985 ranged from a high of 83.8% in Grade 3 to a low of 64.0% in Grade 8. Eighty-one and one-half percent (81.5%) of the students met the standard in Grade 1, followed by 79.1% in Grade 2, 70.8% in Grade 11, and 66.6% in Grade 6. (These numbers are rounded off on Figure 2.)

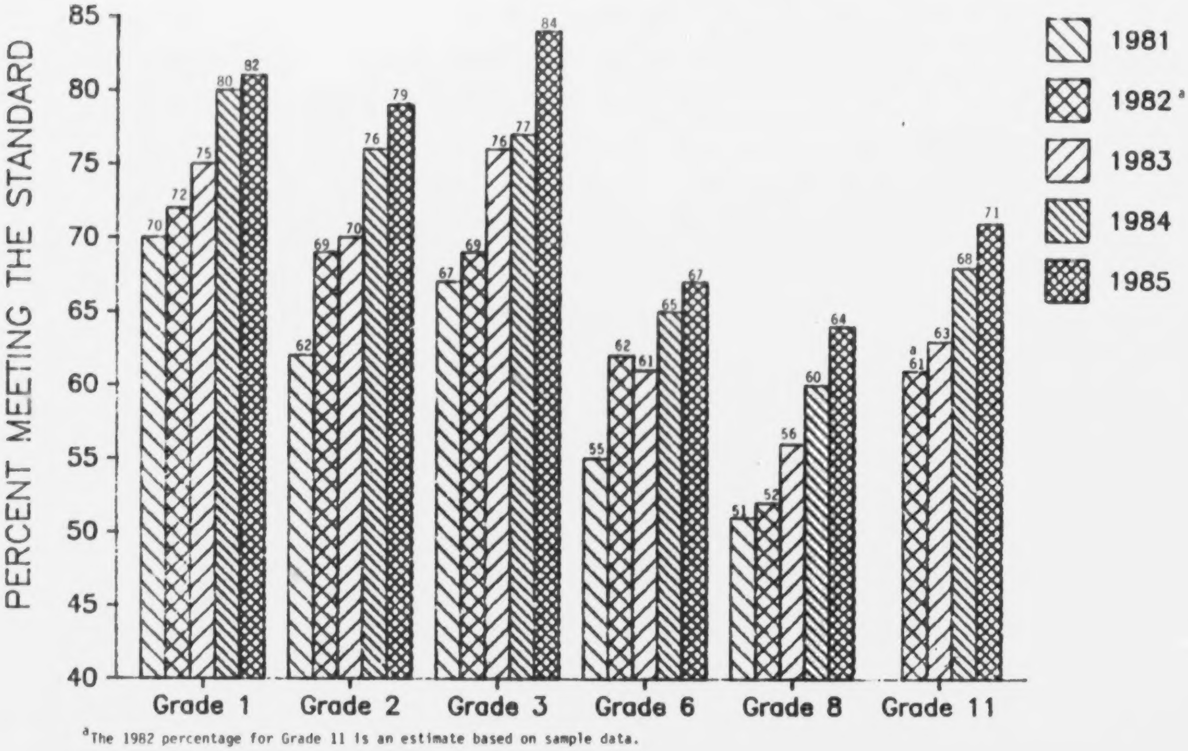


Figure 2: Percentage of Students Meeting the BSAP Reading Standard, Grades 1, 2, 3, 6, 8, and 11, 1981 to 1985.

Significant improvement in reading is evident when the performance of students in 1985 is compared to that in 1984. The greatest improvement in student performance on the total Reading Test was in Grade 3 where a 7 percentage point increase was noted. Gains were also observed in Grade 8 which had an increase of 4 percentage points, Grades 2 and 11 which had increases of 3 points each, and in Grade 6 which had an increase of 2 points. The smallest change was observed in Grade 1 with a 1 percentage point increase.

Furthermore, Figure 2 illustrates a steady increase over the past several years in the percentages of students meeting the reading standard across all grades. The greatest increase between the base year and the 1985 administration occurred at Grades 2 and 3 where 17 percent more students met the standard in 1985 than in 1981. Significant increases between the baseline and 1985 were also observed in Grades 1, 6, 8, and 11 where increases of 11, 12, 13, and 10 percent points occurred, respectively. (Please note that the percentages for Grade 11 are based on sample data.) The following sections include a discussion of the reading results by objective for each grade; these results provide a more in-depth analysis into areas which may account for these increases in total test performance.

## State Reading Objective Results

In the subsequent sections, the performance of students on the reading objectives is discussed for each grade. The BSAP Reading Test measures six objectives: Decoding and Word Meaning (DW), Details (DE), Main Idea (MI), Reference Usage (RE), Inference (IN), and Analysis of Literature (AL). Each objective is assessed by six items in Grades 1, 2, 3, 6, and 8 and by ten items in Grade 11. The objectives are the same for all grades and differ primarily in content covered and skill difficulty from grade to grade.

Unlike previous years where appropriate comparisons could not be made, legitimate comparisons of objective performance can be made between 1981 and 1985 for Grades 1, 2, 3, 6, and 8, and between 1983 and 1985 for Grade 11. (Note that, although 1982 is the base year for the total test in Grade 11, objective results in Grade 11 are only available for 1983.) Since the BSAP tests for these years are equivalent in terms of the items measuring each objective, this comparison offers the most accurate picture of progress in the objectives from the beginning of the BSAP. Nevertheless, caution must be exercised because the population of students in 1985 was not the same as in the base year; and, consequently, very slight fluctuations in percentages of students needing improvement may not represent significant increases or decreases in student performance from an instructional perspective.

Comparisons of the percentages of students needing improvement between the base year and the 1985 administration for each grade is discussed in the following section for each objective. These percentages are presented in Figures 3 through 8. Following the objective discussion for each grade, the specific reading skills measured by each objective are discussed using the reading item response data in Appendix D.

**Grade 1 - Reading Objective Results.** The percentage of Grade 1 students needing improvement is presented for each of the six reading objectives in Figure 3 for 1981 and 1985. These percentages are based on all students, regardless of whether or not they met the total BSAP Reading Test standard and are determined from objective "cut-off" scores which change from year to year because of slight differences in the Reading Test difficulty. The areas of greatest progress were in Details and Analysis of Literature where 11 percent fewer students need improvement, followed closely by Main Idea (9 percentage points), Reference Usage (8 points), Decoding and Word Meaning (6 points), and Inference (4 points). These results indicate that since 1981 significant progress is evident across all Grade 1 reading objectives as reflected in the decreases in the percentages of students needing improvement.

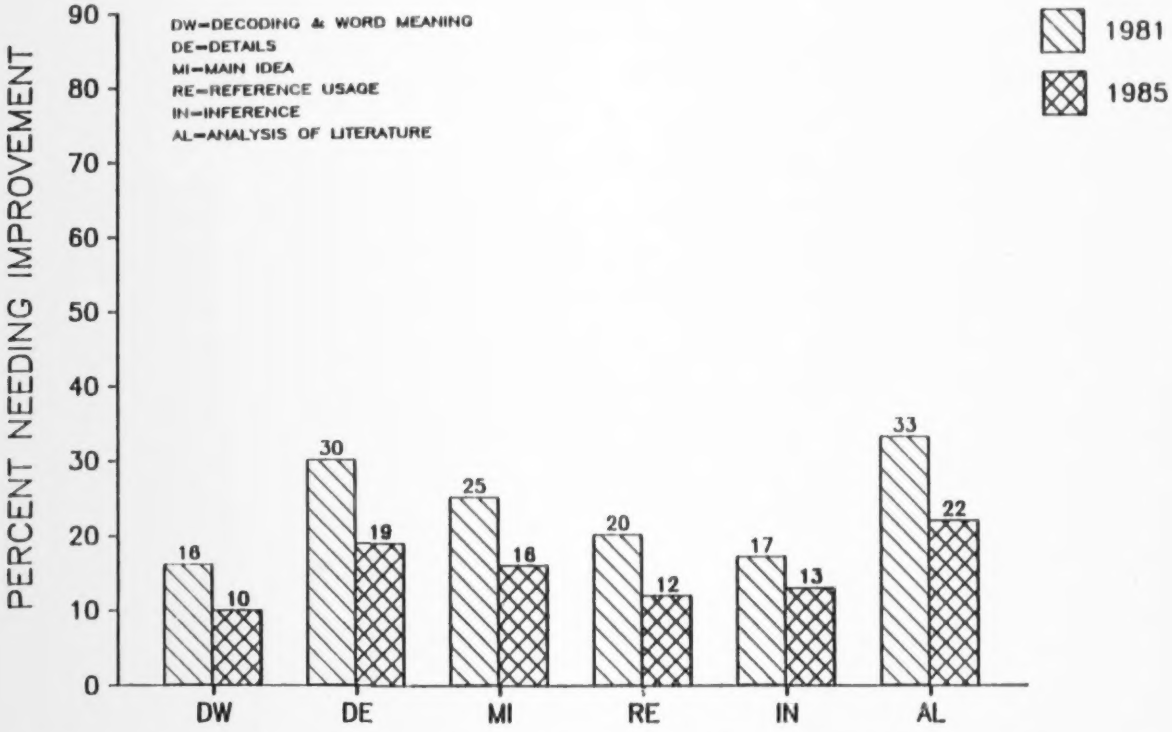


**Figure 3: Percentage of Students Needing Improvement in the BSAP Reading Objectives, Grade 1, 1981 vs. 1985.**

Information about Grade 1 student performance on specific skills was determined by examining the percentages of students responding correctly to specific items within each objective. These percentages are provided in Appendix D. Across all the reading objectives, first grade students performed well on all skills measured by the test items with the percentages ranging from a low of 62.9 percent to a high of 94.9 percent.

In the skills required for Decoding and Word Meaning, the percentage of students responding correctly to all six items was at least 90.6 percent. For Details, a minimum of 69.1 percent of the students responded correctly to five out of the six items. The lowest performance (62.9 percent) was on the item requiring the student to comprehend a "when" detail from a selection. At least 78.5 percent of the students correctly answered all the Main Idea items. For this objective, the lowest performance was on the item where students were required to determine the main idea when it was restated from a selection. In the skills required for Reference Usage, not less than 81.4 percent of the students responded correctly to all six items, indicating relatively strong performance in all skills measured. A minimum of 73.5 percent responded correctly to the six items which measure Inference with the lowest performance being on the item in which students were asked to determine a conclusion based on information in a given selection. In Analysis of Literature, 65.3 percent or more students responded correctly to the items measuring the skills required for this objective. The lowest performance was on the item which asked students to identify a rhetorical device (rhyme) by analyzing a selection.

**Grade 2 - Reading Objective Results.** As displayed in Figure 4, a dramatic decrease (18 percentage points) was noted in the percentage of students needing improvement in the area of Analysis of Literature, indicating significant progress for second grade students. Similarly, other objectives in which there was improvement include Reference Usage (17 percentage point decrease), Details (14 point decrease), Inference (13 point decrease), Decoding and Word Meaning (11 point decrease), and Main Idea (10 point decrease). Thus, in Grade 2, progress is evidenced generally across all the reading objectives.

Information about Grade 2 student performance on specific skills was determined by examining the percentages of students responding correctly to specific items within each objective. These percentages are provided in Appendix D. Across all the reading objectives, second grade students performed well on all skills measured by the test items with the percentages ranging from a low of 71.2 percent to a high of 98.0 percent.

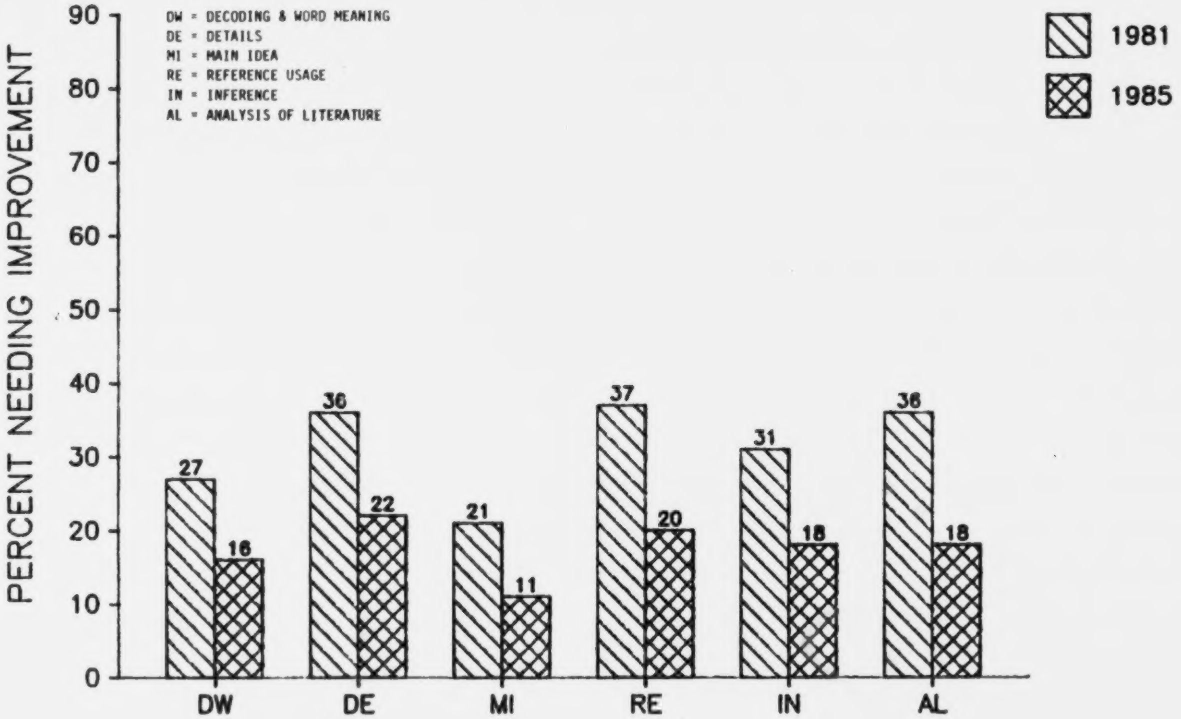


**Figure 4: Percentage of Students Needing Improvement in the BSAP Reading Objectives, Grade 2, 1981 vs. 1985.**

In the skills required for Decoding and Word Meaning, the percentage of students responding correctly to all six items was at least 74.3 percent. The lowest performance was on an item in which the students were required to identify a definition of an unknown word using a context clue. In Details, a minimum of 81.4 percent of the students responded correctly to all six items, indicating relatively strong performance on all items. At least 71.2 percent of the students correctly answered all the Main Idea items, with the lowest performance being on the item where a student was asked to infer the main idea from a given selection. In Reference Usage, not less than 81.7 percent of the students responded correctly to all six items indicating relatively strong performance on these items also. A minimum of 78.8 percent of the students responded correctly to the six items which measure Inference skills. The lowest performance was reflected in two items, one in which students had to draw a conclusion based on information in a selection (78.8 percent) and another in which students had to predict an outcome based on information in a selection (79.1 percent). In Analysis of Literature, 78.6 percent or more students responded correctly to the items measuring the skills required for this objective.

**Grade 3 - Reading Objective Results.** The results presented in Figure 5 reflect marked progress for third graders relative to the objectives of Main Idea, Analysis of Literature, Decoding and Word Meaning, and Reference Usage, with decreases of 16 percentage points, 14 points, 12 points, and 12 points, respectively, in the percentages needing improvement. Progress was also noted in Details and Inference (11 percentage point decreases). These results suggest that since 1981 students in Grade 3 have made significant progress in all reading objectives.

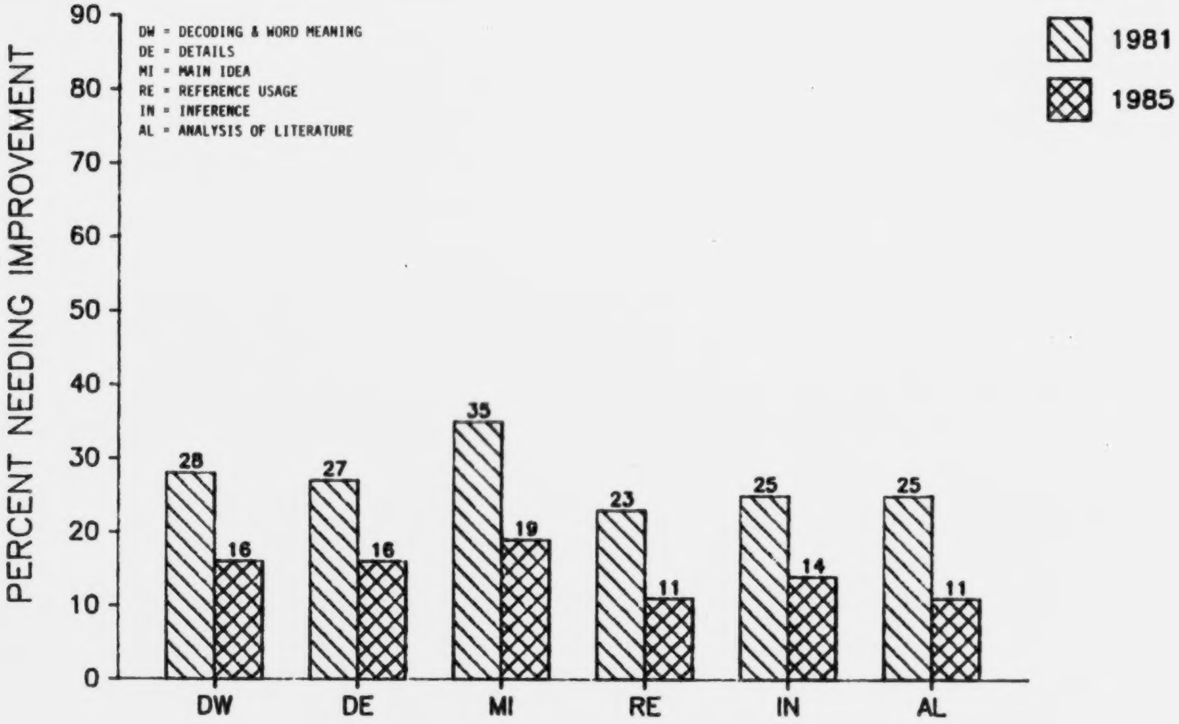


**Figure 5: Percentage of Students Needing Improvement in the BSAP Reading Objectives, Grade 3, 1981 vs. 1985.**

Information about Grade 3 student performance on specific skills was determined by examining the percentages of students responding correctly to specific items within each objective. These percentages are provided in Appendix D. Across all the reading objectives, third grade students performed fairly well on all skills measured by the items with the percentages ranging from a low of 50.7 percent to a high of 97.1 percent.

In the skills required for Decoding and Word Meaning, the percentage of students responding correctly to all six items was at least 75.7 percent. Within this objective, the lowest performance was on identifying the definition of a third grade sight word. For Details, a minimum of 85.7 percent of the students responded correctly to five out of the six items; the exception was an item requiring students to demonstrate comprehension on a sequence-type detail from a selection (74.7 percent). At least 74.7 percent of the students correctly answered all the Main Idea items. For this objective, the lowest performance was reflected in two items, one in which students were required to determine a paraphrase of the main idea from a selection (75.2 percent) and another in which students had to infer the main idea from a selection (74.7 percent). In the skills required for Reference Usage, no less than 76.1 percent of the students responded correctly to all six items with the lowest performance being on the item requiring students to select the encyclopedia as the reference source appropriate to the situation. A minimum of 79.8 percent of the students responded correctly to the six items which measure Inference skills. The item requiring the student to identify a cause for an event described in a selection had the lowest performance for this objective. In Analysis of Literature, 87.1 percent or more of the students responded correctly to four out of the six items measuring the skills required for this objective, indicating relatively strong performance on these items. The exceptions (50.7 percent and 58.1 percent) were the two items requiring the student to analyze a selection by identifying a rhetorical device (simile).

**Grade 6 - Reading Objective Results.** Progress in the objectives of Decoding and Word Meaning, Reference Usage, and Analysis of Literature is noteworthy for sixth graders because of the decreases in the percentages of students needing improvement since 1981 (13 percentage points, 11 points, and 11 points, respectively). (Refer to Figure 6.) Details also had a significant decrease of 10 percentage points. Performance in Main Idea and Inference improved with the percentages of sixth graders needing improvement decreasing by 6 percentage points. Thus, on all reading objectives, the performance of sixth grade students statewide improved significantly.

Information about Grade 6 student performance on specific skills was determined by examining the percentages of students responding correctly to specific items within each objective. These percentages are provided in Appendix D. Across all the reading objectives, sixth grade students performed relatively well on all skills measured by the test items with the number of correct responses ranging from a low of 48.2 percent to a high of 97.1 percent.

For Decoding and Word Meaning, the percentage of students responding correctly to four out of the six items was at least 84.0 percent. The exceptions were one item in which the students were required to identify a definition of a word by using a situation as a context clue (67.2 percent) and another in which students had to identify the definition of a word by using a suffix (72.6 percent). In Details, a minimum of 73.0 percent of the students responded correctly to all six of the items, with the lowest performance being on an item requiring comprehension of the sequence of events from a given selection. The percentage of students correctly answering the Main Idea items ranged from 53.7 percent to 65.6 percent, indicating relatively low performance on all skills. In Reference Usage, not less than 82.8 percent of the students responded correctly to all items, indicating relatively strong performance on all skills measured. The percentages of students responding correctly to the six Inference items ranged from 56.7 percent to 76.3 percent. The lowest performance was on the two items which required the students to draw a conclusion based on information in a selection. In Analysis of Literature, 48.2 percent to 63.7 percent of the students responded correctly to the items measuring the skills required for this objective indicating relatively low performance on all skills.

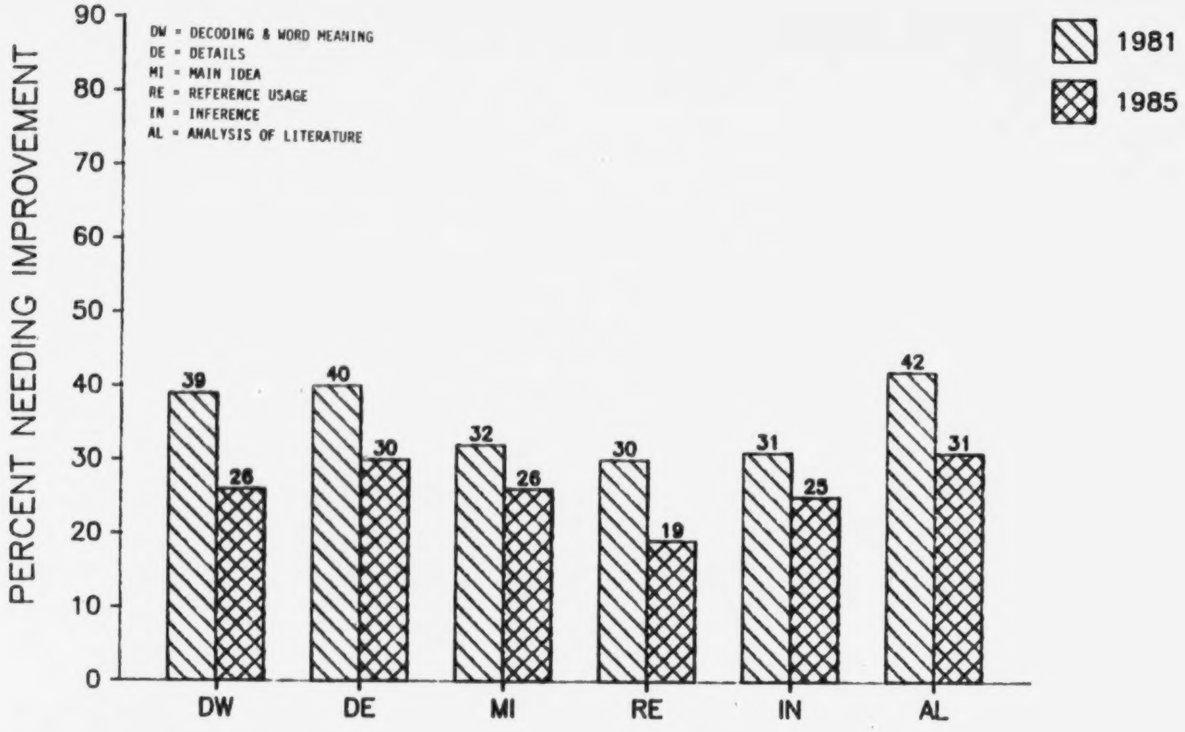


**Figure 6: Percentage of Students Needing Improvement in the BSAP Reading Objectives, Grade 6, 1981 vs. 1985.**

**Grade 8 - Reading Objective Results.** As noted in Figure 7, substantial progress has been made in Grade 8 for Analysis of Literature where a 14 percentage point decrease in the percentage of eighth graders needing improvement was noted. Additional progress was also evident in Reference Usage with a 13 percentage point decrease. Similar progress was evident in Decoding and Word Meaning, Main Idea, and Inference where the percentages needing improvement decreased by 11 percentage points, 9 points, and 9 points, respectively. Performance in Details also improved (8 percentage point decrease). Performance on all Grade 8 objectives has improved since 1981.

Information about Grade 8 student performance on specific skills was determined by examining the percentages of students responding correctly to specific items within each objective. These percentages are provided in Appendix D. Across all the reading objectives, eighth grade students performed relatively well on all skills measured by the test items with the percentages ranging from a low of 59.5 percent to a high of 93.4 percent.

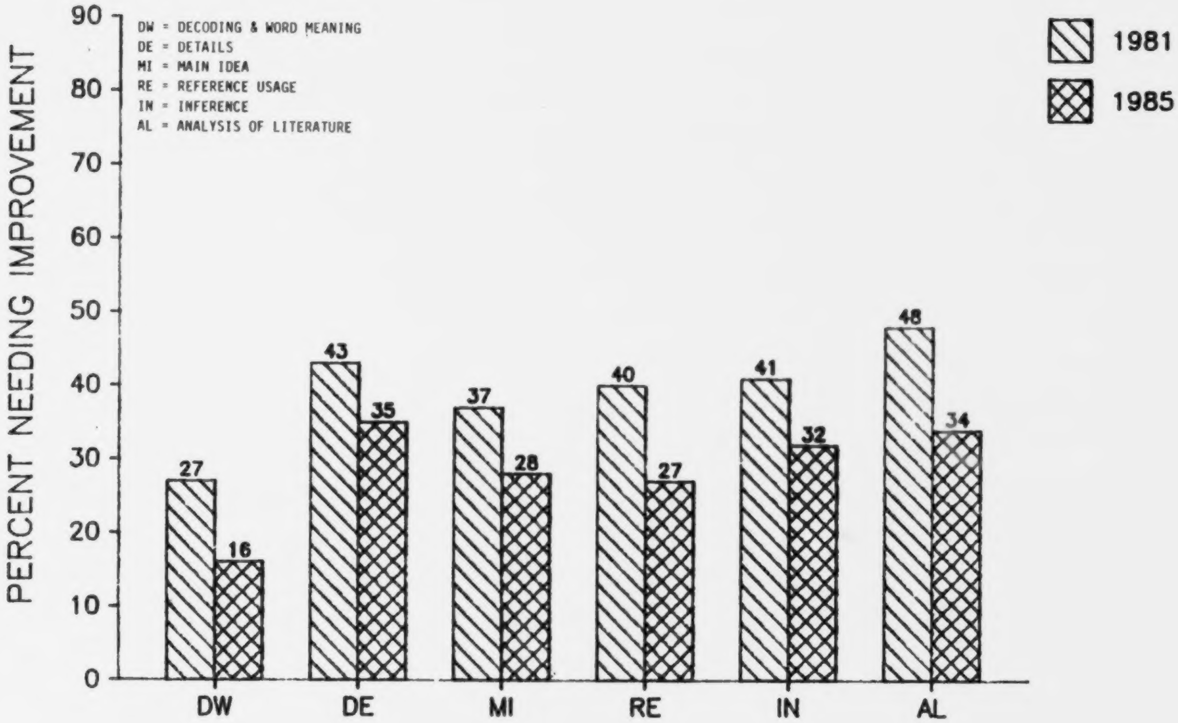
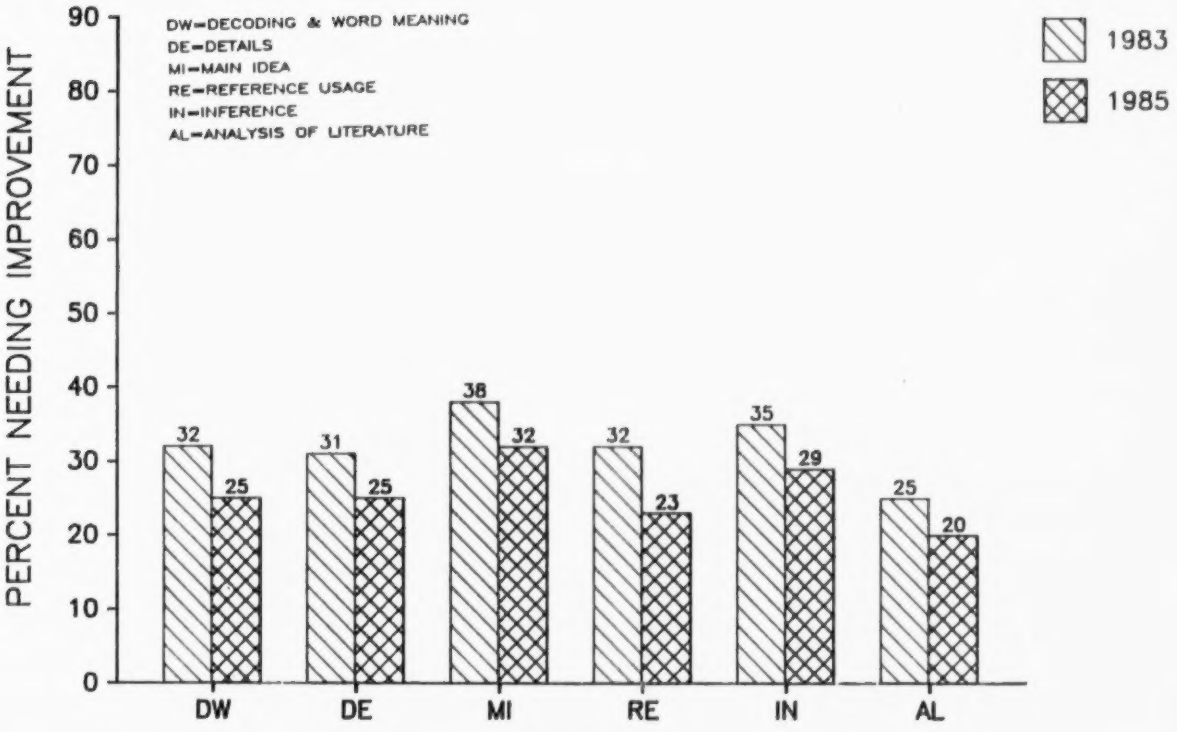


**Figure 7: Percentage of Students Needing Improvement in the BSAP Reading Objectives, Grade 8, 1981 vs. 1985.**

In the skills required for Decoding and Word Meaning, the percentage of students responding correctly to all six items was at least 66.1 percent. The lowest performances were on the two items in which the students were required to identify the definitions of eighth grade sight words (66.1 percent and 68.7 percent). In Details, a minimum of 64.9 percent of the students responded correctly to all six items. The lowest performance was on an item that required the students to demonstrate comprehension of a "what" detail from a given selection. At least 62.4 percent of the students responded correctly to the six Main Idea items; the lowest performance was on two items that required the students to determine a paraphrased main idea and an inferred main idea from the given selections (63.8 percent and 62.4 percent, respectively). In Reference Usage, not less than 71.8 percent of the students responded correctly to all six items; the lowest performance was on the item that required students to use a newspaper index as a reference source. A minimum of 64.8 percent of the students responded correctly to the six items which measure Inference; the lowest performance was on the item requiring students to draw a conclusion based on information in a given selection. In Analysis of Literature, 59.5 percent to 80.6 percent of the students responded correctly to the items measuring the skills required for this objective. The most variability in performance was noted for this objective, with the lowest performance being on the item which required the students to critically analyze a selection to determine the mood.

**Grade 11 - Reading Objective Results.** Progress was made across all the reading objectives in Grade 11. As Figure 8 displays, the greatest areas of improvement occurred in Reference Usage (9 percentage point decrease); followed by Decoding and Word Meaning (7 point decrease); Details, Main Idea, and Inference (decreases of 6 points each); and Analysis of Literature (5 point decrease). These results suggest that since 1983 eleventh grade students have shown steady progress on all objectives statewide. Statewide item level results in reading are not available for Grade 11 since 1985 constituted the last administration of the Grade 11 BSAP test.



[a] For Grade 11, objective data are not available for the 1982 baseline year.

**Figure 8: Percentage of Students Needing Improvement in the BSAP Reading Objectives, Grade 11, 1983 vs. 1985.**

## State Reading Results Summary

The percentage of students meeting the reading standard in 1985 ranged from a high of 83.8 percent in Grade 3 to a low of 64.0 percent in Grade 8. Eighty-one and one-half percent (81.5 percent) of the students met the standard in Grade 1, followed by 79.1 percent in Grade 2, 70.8 percent in Grade 11, and 66.6 percent in Grade 6. (Refer to Figure 2.)

Significant improvement in reading is evident when the performance of students in 1985 is compared to that in 1984. The greatest improvement in student performance on the total BSAP Reading Test was in Grade 3 where a 7 percentage points increase was noted. Gains were also observed in Grade 8 which had an increase of 4 percentage points, Grades 2 and 11 which had increases of 3 points each, and in Grade 6 which had an increase of 2 points. The smallest change was observed in Grade 1 where a 1 percentage point increase was noted. The small increase of one percentage point in Grade 1 was not unexpected given the high percentage of students meeting the standard statewide.

Furthermore, the percentages of state students needing improvement has decreased over all six reading objectives from 1981 to 1985 in Grades 1, 2, 3, 6, and 8 and from 1983 to 1985 in Grade 11. Thus, as indicated by the overall BSAP Reading Test and objective results, South Carolina students in Grades 1, 2, 3, 6, 8, and 11 have improved in the basic skill area of reading over the past years of the program.

## State Mathematics Results

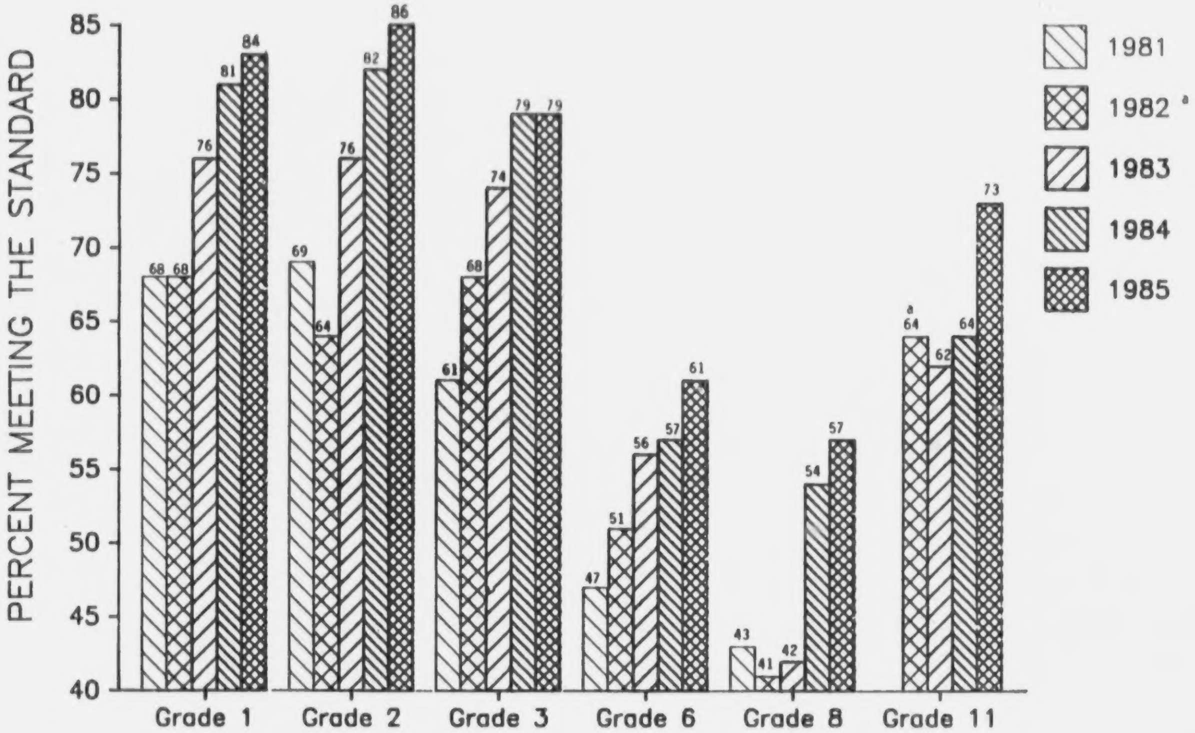
In this section, the BSAP Mathematics Test results for the State from 1981 to 1985 are presented and discussed. The BSAP Mathematics Test results for 1985 are discussed first, followed by comparisons of performance from 1984 to 1985 and from 1981 to 1985. The section concludes with a grade level examination of the statewide results for each of the five mathematics objectives. The statewide mathematics item response data for 1985 is discussed in conjunction with the objective results.

### State Total Mathematics Test Results

The percentage of students meeting the mathematics standard in 1985 ranged from a high of 85.5 percent in Grade 2 to a low of 57.3 percent in Grade 8 as indicated in Figure 9. Eighty-three and one-half percent (83.5 percent) of the students met the standard in Grade 1, followed by 79.2 percent in Grade 3, 73.3 percent in Grade 11, and 61.4 percent in Grade 6. (The numbers are rounded off in Figure 9.)

Significant improvement in mathematics is evident when the performance of students in 1985 is compared to that in 1984. The greatest improvement in student performance on the total BSAP Mathematics Test was in Grade 11 where a 9 percentage point increase was noted. Gains were also observed in Grade 6 which had an increase of 4 percentage points, in Grades 2 and 8 which had increases of 3 points each, and in Grade 1 which had a 2 point increase. Grade 3 remained stable with 79 percent of the students meeting the standard in 1984 and 1985.

Figure 9 illustrates that there has also been a steady increase over the past several years in the percentages of students meeting the mathematics standard across all grades. The greatest increase between the base year and the 1985 administration occurred in Grade 3 where many more students met the standard in 1985 than in 1981 (18 percentage points). Significant improvements were also observed in Grade 2 with a 16 percentage point increase, followed by Grade 1 with a 15 point increase, and Grades 6 and 8 with increases of 14 points each. The smallest increase was in Grade 11 where a 9 percentage point improvement was noted. (Please note that the percentages for Grade 11 are based on sample data.) The following sections include discussions of the mathematics objective results which provide a more in-depth analysis into those areas which may account for these increases.



[a] The 1982 percentage for Grade 11 is an estimate based on sample data.

**Figure 9: Percentage of Students Meeting the BSAP Mathematics Standard, Grades 1, 2, 3, 6, 8, and 11, 1981 to 1985.**

## State Mathematics Objective Results

In the subsequent sections, the performance of students at the objective level in mathematics is discussed for each grade. The BSAP Mathematics Tests measure five objectives: Concepts (CN), Operations (OP), Measurement (ME), Geometry (GE), and Problem Solving (PS). These objectives are the same for all grades and differ primarily in content covered and difficulty from grade to grade. Each objective is assessed by six items in Grades 1, 2, 3, 6, and 8 and by 10 items in Grade 11.

Unlike in previous years where appropriate comparisons could not be made, legitimate comparisons in objective performance can be made between 1981 and 1985 for Grades 1, 2, 3, 6, and 8, and between 1983 and 1985 for Grade 11. (Note that, although 1982 is the base year for the total test in Grade 11, objective results in Grade 11 are only available for 1983.) Since the BSAP tests for these years are equivalent in terms of the items measuring each mathematics objective, this comparison offers the most accurate picture of progress in performance of specific objectives from the beginning of the BSAP. Nevertheless, caution must be exercised because the population of students in 1985 were not the same as in the base year; and, consequently, slight fluctuations in percentages of students needing improvement may not represent significant increases or decreases in student performance from an instructional perspective.

**Grade 1 - Mathematics Objective Results.** The percentage of students needing improvement in 1981 and in 1985 is presented for each of the five mathematics objectives in Figure 10. These percentages are based on all students regardless of whether or not they met the total BSAP Mathematics Test standard. Furthermore, these percentages are determined based on objective "cut-off" scores which change from year to year because of slight differences in the Mathematics Test difficulty. The area of greatest progress is in Operations where fewer students needed improvement (14 percentage points) in 1985 than in 1981. Following closely behind are Concepts (13 percentage points), Measurement (9 points), Geometry (7 points), and Problem Solving (7 points). These results indicate that since 1981 significant progress is evident in all Grade 1 mathematics objectives as reflected in the decreases in the percentages of students needing improvement.

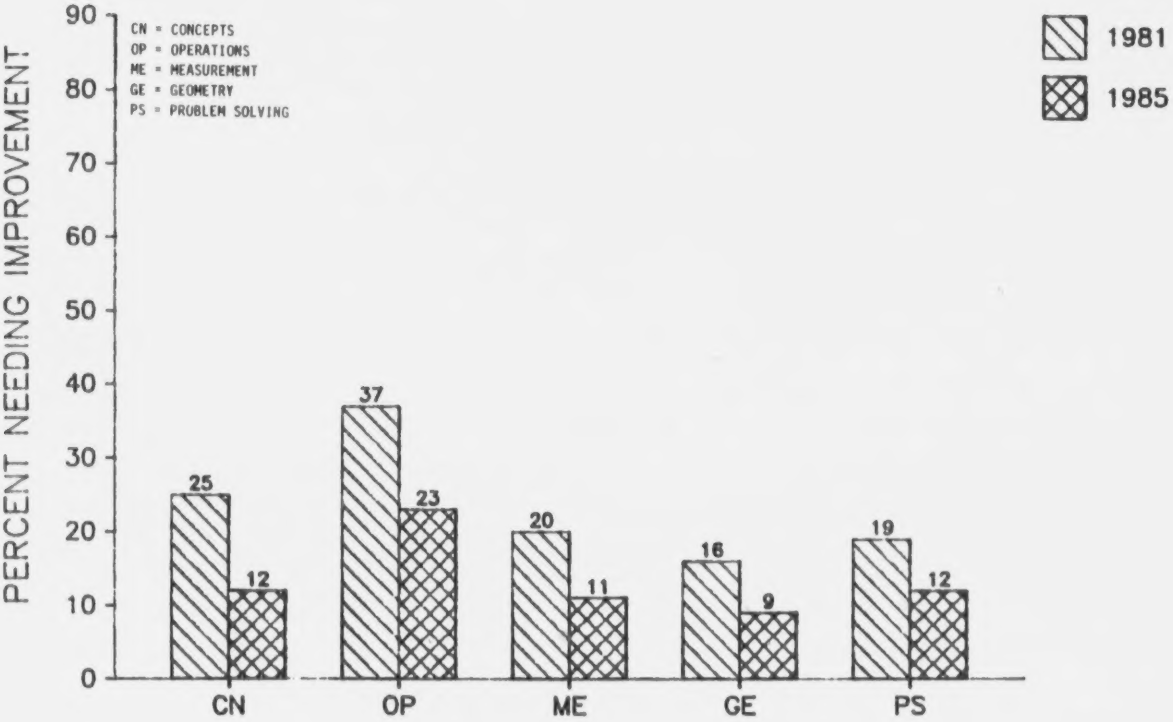


**Figure 10: Percentage of Students Needing Improvement in the BSAP Mathematics Objectives, Grade 1, 1981 vs. 1985.**

Information on Grade 1 student performance for specific skills was determined by examining the percentages of students responding correctly to specific items within each objective. These percentages are provided in Appendix D. Across the Grade 1 mathematics objectives, students generally performed well on all skills measured by the test items with the percentages on the specific items ranging from a low of 50.3 percent to a high of 99.2 percent correct.

An analysis of performance on the Concepts objective reveals that at least 93.9 percent of the students responded correctly to five of the six items, the exception being the item requiring the use of place value to identify the digit in the ten's place (50.3 percent). A minimum of 81.6 percent of the students responded correctly to all six items in Operations. For the skills needed to answer the six items in Measurement, at least 83.9 percent of the students responded correctly to all items. Not less than 91.2 percent of the students responded correctly to the six items which measure the Geometry skills, and at least 90.2 percent responded correctly to the six items in which Problem Solving skills are necessary. The mathematics item response percentages indicate that first graders are performing well on essentially all skills required for the BSAP Mathematics Test.

**Grade 2 - Mathematics Objective Results.** As displayed in Figure 11, the dramatic decrease in the percentage of students needing improvement in Concepts (16 percentage points) indicates significant progress for second grade students when 1985 performance is compared with 1981. Similarly, other objectives in which improvement was observed include Measurement (14 percentage point decrease), Geometry (10 point decrease), Operations (7 point decrease), and Problem Solving (6 point decrease).

Information about Grade 2 student performance for specific skills was determined by examining the percentage of students responding correctly to specific items within each objective. Across the Grade 2 mathematics objectives, students generally performed well on all skills measured by the test items, with the percentages on the specific items ranging from a low of 63.0 percent to a high of 99.1 percent correct.

On the skills necessary for the Concepts objective, at least 80.0 percent of the students responded correctly to all six items. A minimum of 82.6 percent of the students responded correctly to items measuring skills necessary for Operations with one exception. The exception was the item in which students were required to subtract, vertically, a one-digit whole number from a two-digit whole number that required regrouping (63.0 percent). For the skills needed to answer the six items in Measurement, Geometry, and Problem Solving, at least 80.1 percent of the students responded correctly to all items for each objective, indicating relatively strong performance on all skills required for these objectives.

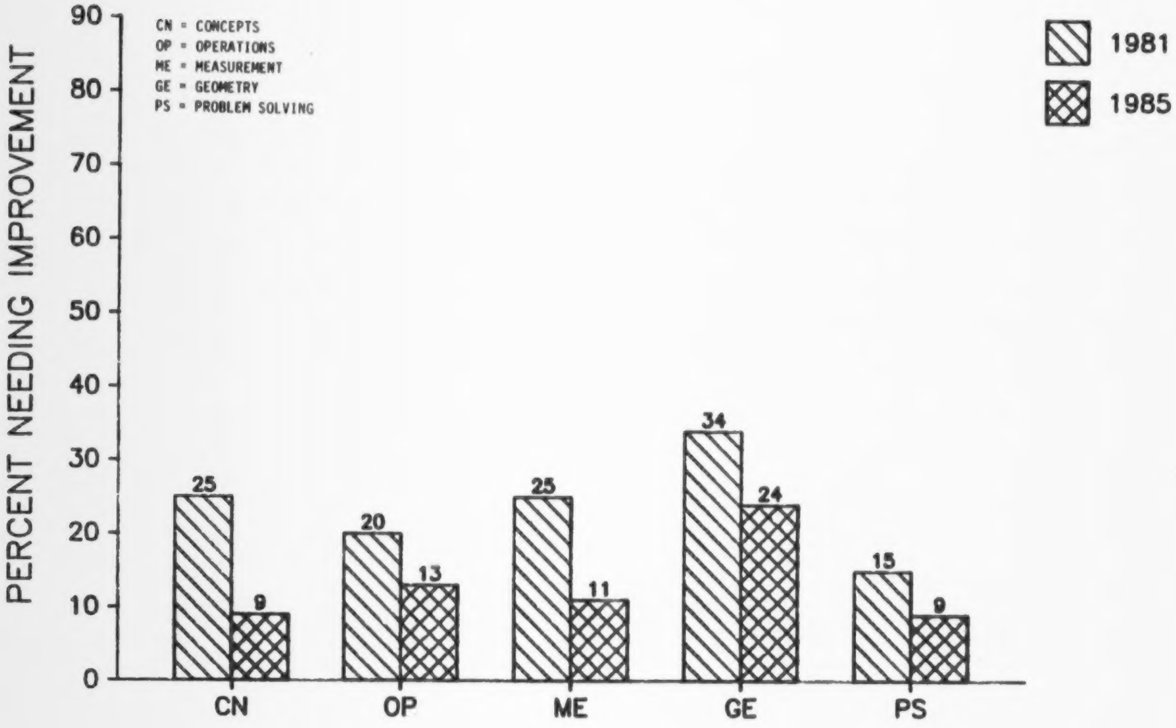


**Figure 11: Percentage of Students Needing Improvement in the BSAP Mathematics Objectives, Grade 2, 1981 vs. 1985.**

**Grade 3 - Mathematics Objective Results.** Improvement was observed across all five objectives in Grade 3 when 1985 performance was compared with 1981 as shown in Figure 12. The greatest progress was noted in Concepts where an 18 percentage point decrease occurred. Progress was also evident in Measurement where 15 percent fewer students need improvement and in Operations where 14 percent fewer students need improvement. Similarly, significant progress was made in Geometry where a 7 percentage point decrease occurred and in Problem Solving where a 4 point decrease occurred. As evidenced by the decreases in the percentages of students needing improvement, these results suggest that since 1981 students in Grade 3 have made significant progress in all mathematics objectives.

Information about Grade 3 student performance for specific skills was determined by examining the percentages of students responding correctly to specific items within each objective. These percentages are provided in Appendix D. Across the Grade 3 mathematics objectives, student performance on skills measured by specific items ranged from a low of 63.0 percent to a high of 96.8 percent correct.

A minimum of 74.8 percent of the students responded correctly to the six items measuring skills needed in Concepts. For the skills necessary to perform the six items in Operations, at least 78.0 percent of the students responded correctly with the exception of the item requiring the student to divide a two-digit number by a one-digit number with no remainder (64.0 percent). With two exceptions, a minimum of 83.2 percent of the students responded correctly to items measuring skills required in Measurement. The first exception was the item requiring students to identify equivalent money values (72.0 percent), and the other exception was the item requiring the conversion of units of length in the metric system (63.0 percent). A minimum of 88.4 percent of the students responded correctly to items measuring skills needed in Geometry with two exceptions. One exception was an item which required recognition of a line segment (74.8 percent), and the other was the item which required a comparison of the parts of a figure to determine the line of symmetry (74.9 percent). In Problem Solving, at least 71.5 percent of the students answered the six items correctly.

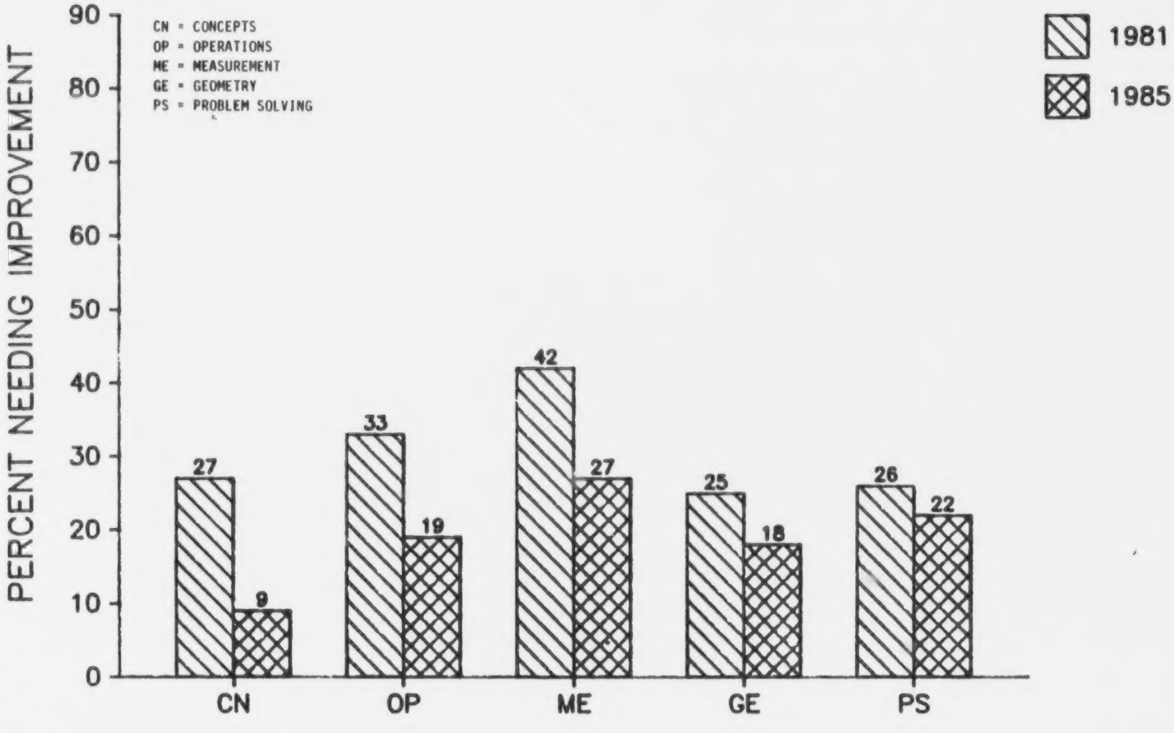


**Figure 12: Percentage of Students Needing Improvement in the BSAP Mathematics Objectives, Grade 3, 1981 vs. 1985.**

**Grade 6 - Mathematics Objective Results.** Progress in Concepts is particularly noteworthy where a 15 percentage point decrease in the percentage of students needing improvement has occurred since 1981. (Refer to Figure 13.) Progress is also evident in Geometry with a 12 percentage point decrease, in Operations with a 11 point decrease, and in Problem Solving (9 point decrease) and Measurement (6 point decrease). Thus, sixth graders statewide demonstrated progress across all five mathematics objectives.

Information about Grade 6 student performance on specific skills was determined by examining the percentages of students responding correctly to specific items within each objective. These percentages are provided in Appendix D. Across the Grade 6 mathematics objectives, student performance on skills measured by specific items ranged from a low of 21.4 percent to a high of 88.2 percent correct.

For the skills needed for the Concepts objective, the range of percentages responding correctly to specific items was 40.4 percent to 88.2 percent. The lowest performances were relative to using place values to identify the digit in the ten's place (40.4 percent), identifying the fractional equivalent of a given percent (40.8 percent), and identifying a fraction equivalent of a given mixed number (47.9 percent). For the items measuring the skills necessary in Operations, a minimum of 62.9 percent and a maximum of 82.9 percent of the students responded correctly, except when asked to divide one proper fraction by another proper fraction (43.2 percent). With two exceptions, a minimum of 55.4 percent of the students responded correctly to the items measuring skills required in Measurement. The first exception was the item requiring the use of a scale drawing to estimate length in the metric system (39.5 percent), and the other exception was the item requiring the student to convert from one type of customary unit involving capacity to another (42.6 percent). For the skills necessary to answer the items in Geometry, at least 56.7 percent of the students responded correctly except in two cases. These exceptions were when students were asked to determine the area of a square in customary units (21.4 percent) and to determine the area of a rectangle in metric units (39.6 percent). For Problem Solving, at least 62.2 percent of the students responded correctly to all items except for the one requiring the student to estimate the solution to a problem involving money and requiring division (55.8 percent).

**Grade 8 - Mathematics Objective Results.** Substantial progress has been made in all five of the Grade 8 mathematics objectives from 1981 to 1985 as shown in Figure 14. The greatest progress occurred in Geometry where an 18 percent decrease in the percentage of students needing improvement occurred. Similarly, significant progress was observed in Operations with a 12 percentage point decrease, followed by Measurement (11 point

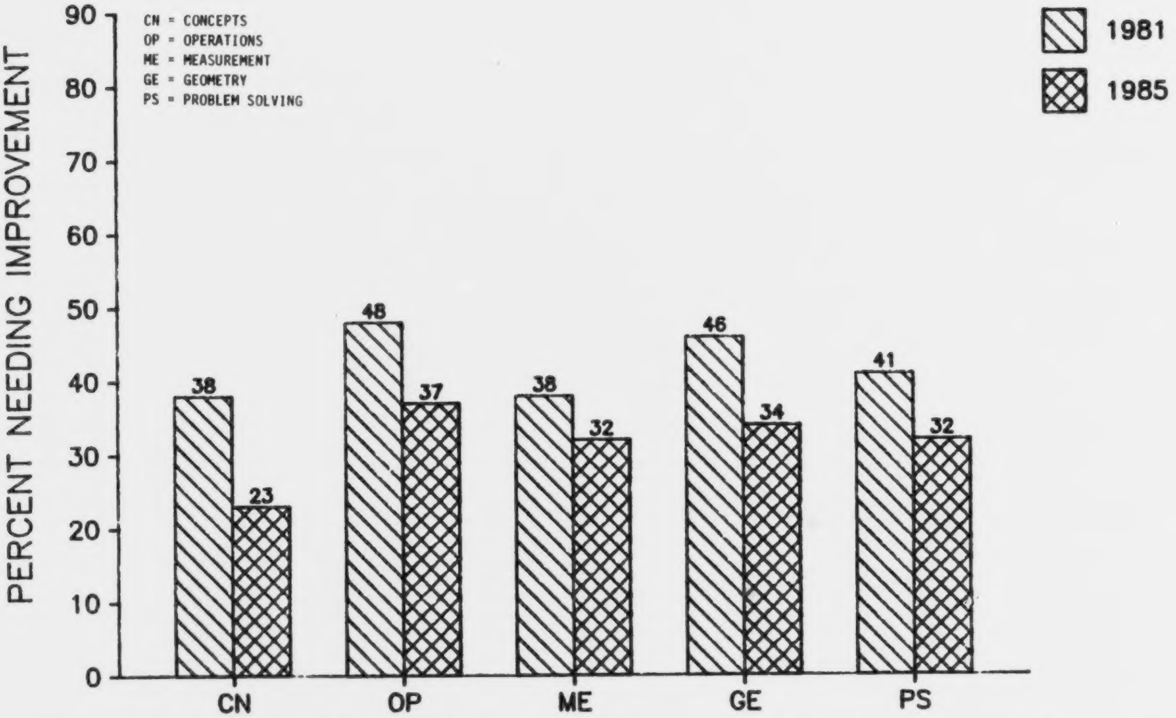


**Figure 13: Percentage of Students Needing Improvement in the BSAP Mathematics Objectives, Grade 6, 1981 vs. 1985.**

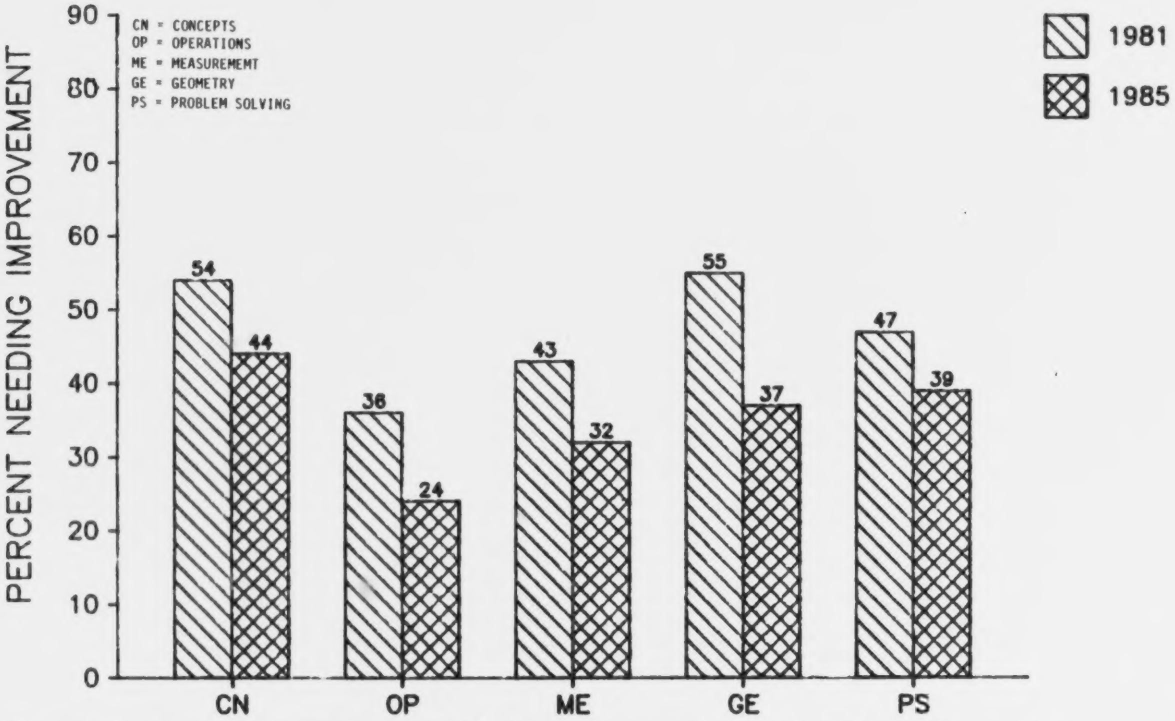


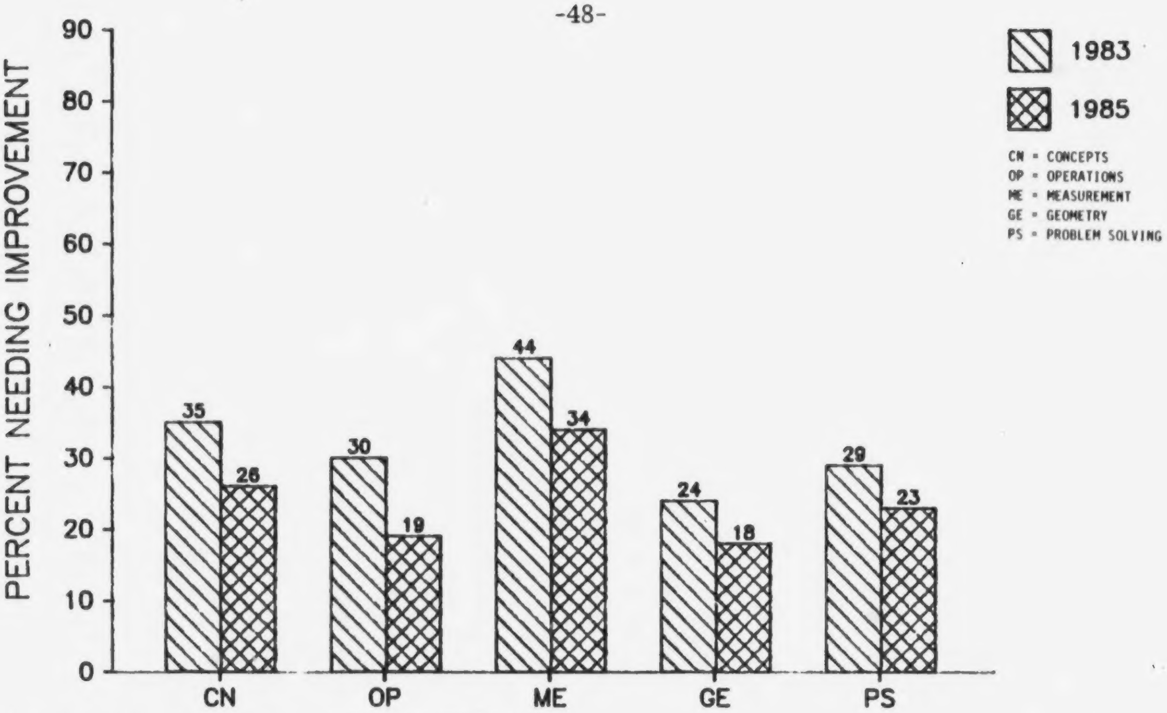
**Figure 14: Percentage of Students Needing Improvement in the BSAP Mathematics Objectives, Grade 8, 1981 vs. 1985.**

decrease), Concepts (10 point decrease), and Problem Solving (8 point decrease). Grade 8 students appear to be making substantial progress toward mastering the basic skills objectives in mathematics.

Information about Grade 8 student performance on specific skills was determined by examining the percentages of students responding correctly to specific items within each objective. These percentages are provided in Appendix D. Across the Grade 8 mathematics objectives, student performance on skills measured by specific items ranged from 26.0 percent to 78.1 percent correct.

On the skills necessary for the Concepts objective, at least 40.1 percent of the students responded correctly to all the items except for the item requiring the student to convert a mixed number to an equivalent percent (26.0 percent). A minimum of 61.8 percent of the students responded correctly to five of the six items measuring skills necessary in Operations, the exception being the item in which students were required to divide a mixed number by a whole number (57.2 percent). For the skills needed to answer the items in Measurement, at least 58.3 percent of the students responded correctly to the six items with two exceptions. These exceptions were when the students were asked to select an appropriate customary unit to measure volume (36.3 percent) and when they had to multiply and convert units of time (35.6 percent). For the items measuring the Geometry skills, students correctly responded to the items at least 52.1 percent of the time except in two cases. The exceptions were the item requiring determination of an angle congruent to a given angle (34.1 percent) and the item requiring finding the perimeter of a nonstandard figure using customary measurement units (31.5 percent). The Problem Solving skills caused greater difficulty as evidenced by a minimum of 40.4 percent and a maximum of 67.9 percent of the students answering the six items correctly. The lowest performance was on the item requiring students to solve a problem using the percentage of a number after being given a circle graph and other unnecessary data (40.4 percent) and the item requiring students to solve a problem with multiple operations involving fractions (40.5 percent).

**Grade 11 - Mathematics Objective Results.** Progress was made across all the mathematics objectives in Grade 11 from 1983 to 1985. As Figure 15 indicates, the greatest areas of improvement occurred in Operations (11 percentage point decrease), followed by Measurement (10 point decrease), Concepts (9 point decrease), Geometry (6 point decrease), and Problem Solving (6 point decrease). These results suggest that since 1983 eleventh grade students statewide have shown steady progress on all objectives. Statewide and district item level results in mathematics are not available for Grade 11 since 1985 constituted the last administration of the Grade 11 BSAP test.



[a] For Grade 11, objective data are not available for the 1982 baseline year.

**Figure 15: Percentage of Students Needing Improvement in the BSAP Mathematics Objectives, Grade 11, 1983 vs. 1985.**

## State Mathematics Results Summary

The percentage of students meeting the mathematics standard in 1985 ranged from a high of 85.5 percent in Grade 2 to a low of 57.3 percent in Grade 8. (Refer to Figure 9). Eighty-three and one half percent (83.5 percent) of the students met the standard in Grade 1, followed by 79.2 percent in Grade 3, 73.3 percent in Grade 11, and 61.4 percent in Grade 6.

Significant improvement in mathematics is evident when the performance of students in 1985 is compared to that in 1984. The greatest improvement in student performance on the total BSAP Mathematics Test was in Grade 11 where a 9 percentage point increase was noted. Gains were also observed in Grade 6 which had an increase of 4 percentage points, in Grades 2 and 8 which had increases of 3 points, and in Grade 1 which had a 2 point increase. Grade 3 remained stable with 79 percent of the students meeting the standard in both 1984 and 1985.

Furthermore, throughout the state, with very few exceptions, the percentage of students needing improvement on the BSAP Mathematics Test has decreased over all six objectives for Grades 1, 2, 3, 6, and 8 when compared to the 1981 base year and in Grade 11 when compared to the 1983 base year. Thus, as indicated by the overall BSAP Mathematics Test and objective results, South Carolina students in Grades 1, 2, 3, 6, 8, and 11 have improved in mathematics over the past years of the program.

## State Writing Results

The BSAP State Writing Test results from 1983 to 1985 are presented in Figure 16. As indicated in Figure 16, 79 percent of the eleventh graders met the standard of 3 on the BSAP Writing Test. Seventy-seven percent (77 percent) met the standard in Grade 8 followed by 76 percent in Grade 6. From the 1984 to the 1985 administration, a gain of 11 percentage points in students meeting the standard was noted in Grade 11, a 5 point increase in Grade 8, and a 4 point increase in Grade 6. From 1983 to 1985, the percentage of students meeting the standard has markedly increased in all three grades tested, improving by 12 percentage points in each of Grades 8 and 11 and by 7 points in Grade 6. In the subsequent sections, the 1985 performance of students at the objective level in writing is discussed for each grade.

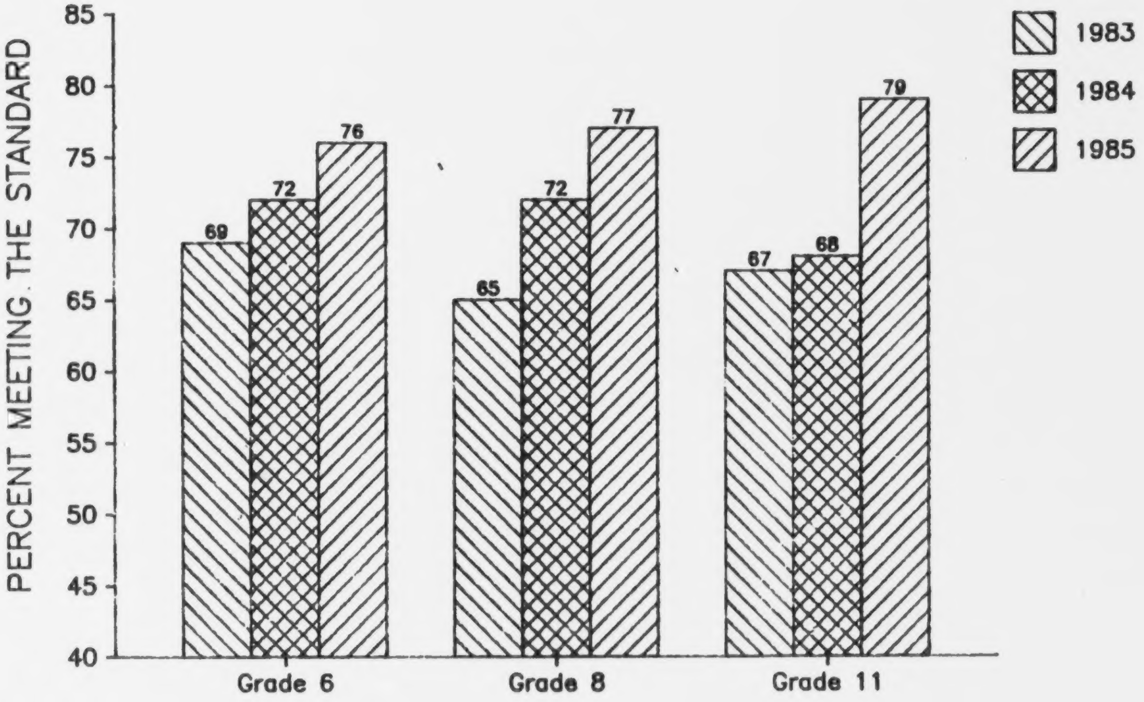


Figure 16: Percentage of Students Meeting the BSAP Writing Standard, Grades 6, 8, and 11, 1983 to 1985.

## State Writing Objective Results

Information relative to the BSAP writing objectives is obtained through the analytic scoring process. Analytic scoring provides information about student performance on the writing objectives of Mechanics, Word Usage, Sentence Formation, and Composition. Therefore, the percentages of students needing improvement on these objectives are provided only for those students who did not meet the overall standard of 3 on the BSAP Writing Test.

Since there are many methods for instructing and evaluating "Handwriting", this objective is assessed only as a function of whether or not the handwriting is legible enough for the composition to be scored. Therefore, results for "Handwriting" are not reported in Figure 16. Although "Handwriting" is not directly assessed in the BSAP, the Department strongly encourages schools to emphasize "Handwriting" at the classroom level. The writing objectives, as is the case in reading and mathematics, are the same for all grades and differ primarily in difficulty from grade to grade.

When interpreting the objective results discussed subsequently, keep in mind that these results are provided only for those students who score below standard and are not based on the total statewide population at each grade. Remember that students produce a writing sample to be scored and, consequently, the scoring is more subjective than with multiple-choice items. Therefore, the objective results should be interpreted with caution.

**Grade 6 - Writing Objective Results.** As Figure 17 indicates, of the sixth grade students not meeting the writing standard, 21 percent needed improvement in Composition. In Sentence Formation, 65 percent of the students needed improvement; in Mechanics, 68 percent needed improvement; and, in Word Usage, 78 percent needed improvement.

**Grade 8 - Writing Objective Results.** The writing performance of students in 1985 as indicated in Figure 18 appears to be highest in Composition where only 27 percent of the students not meeting the standard needed improvement. This was followed by Sentence Formation where 78 percent of the students needed improvement, Mechanics where 80 percent of the students needed improvement, and Word Usage where 80 percent of the students needed improvement.

**Grade 11 - Writing Objective Results.** As indicated in Figure 19, the smallest percentage of students needing improvement in Grade 11 writing was in Composition where 23 percent of the students not meeting the standard needed improvement. In Mechanics, 54 percent of the students needed improvement and, in Sentence Formation, 61 percent needed improvement. Word Usage had the greatest percentage of students needing improvement (77 percent).

**State Writing Results Summary**

The BSAP Writing Test results indicate that sixth, eighth, and eleventh graders are performing well on the BSAP Writing Test with 76 percent above standard in Grade 6, 77 percent in Grade 8, and 79 percent in Grade 11. From 1983 to 1985, the percentage of students meeting the standard has increased in all three grades tested, increasing by 7 percentage points in Grade 6 and 12 points in each of Grades 8 and 11. The objective results clearly suggest that more instructional focus needs to be placed on the areas of Mechanics, Word Usage, and Sentence Formation for below standard students. In all three grades tested, the lowest percentage needing improvement was in Composition. However, there are still below standard students who need help in Composition. In summary, the 1985 total test results, as well as the results from the 1983 base year to 1985, indicate that progress has been made across all three grades since the program's inception.

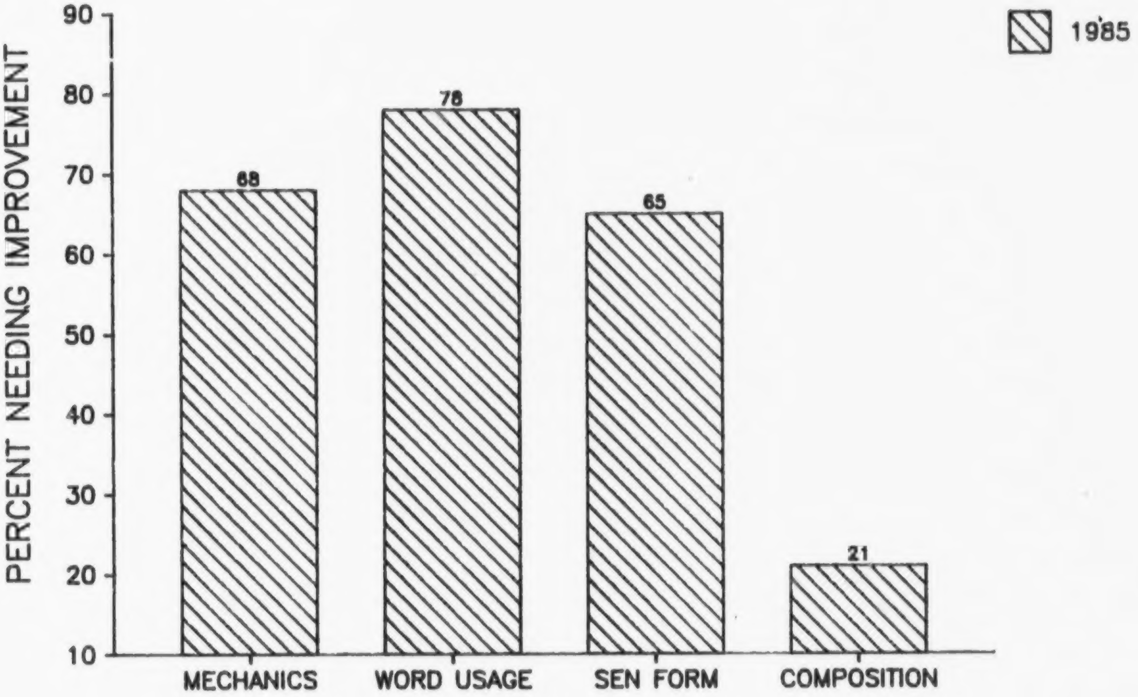


**Figure 17: Percentage of Students Needing Improvement in the BSAP Writing Objectives, Grade 6, 1985.**

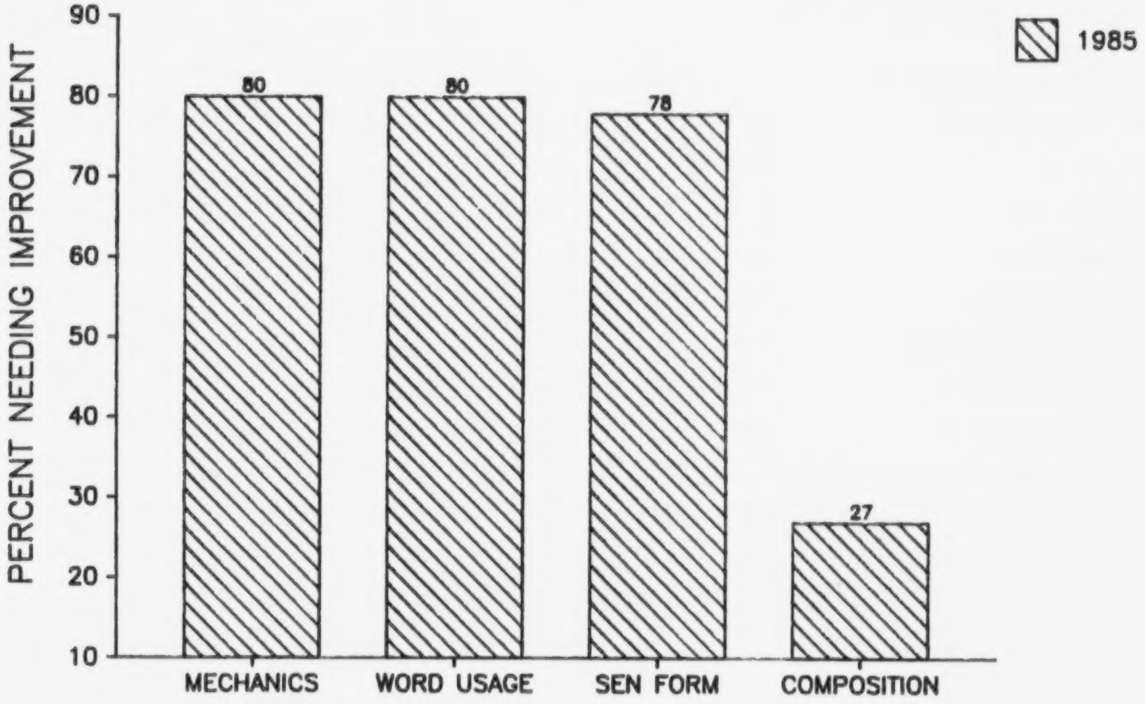


**Figure 18:** Percentage of Students Needing Improvement in the BSAP Writing Objectives, Grade 8, 1985.

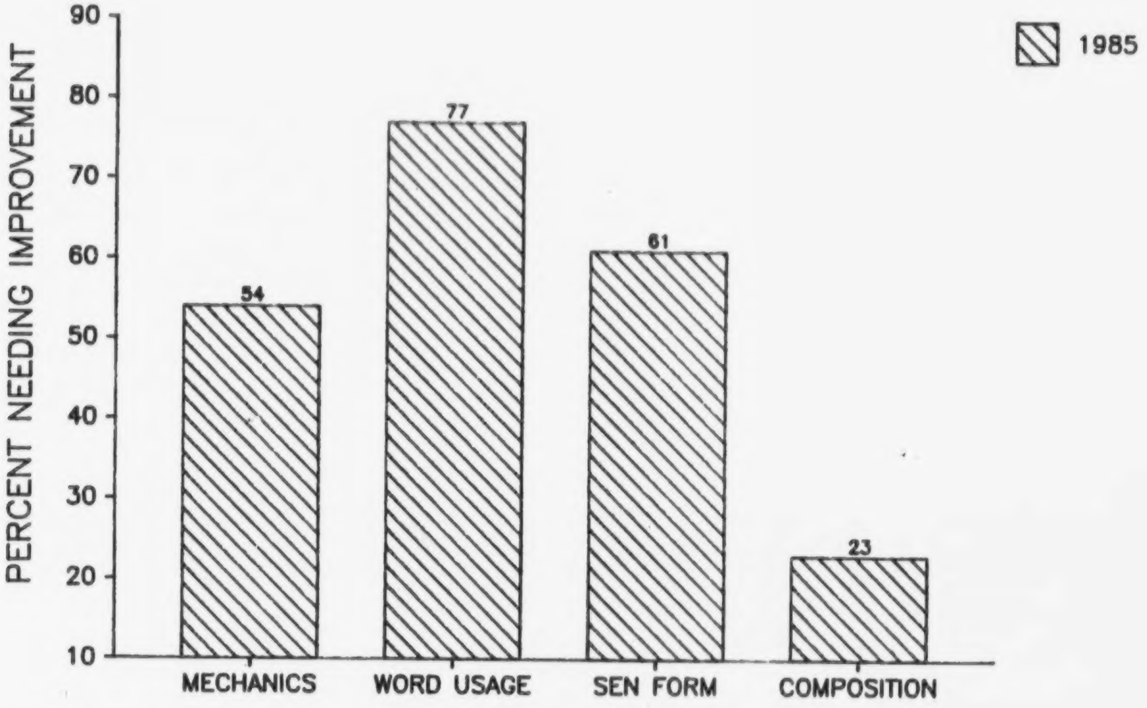


**Figure 19:** Percentage of Students Needing Improvement in the BSAP Writing Objectives, Grade 11, 1985.

## District Results for Reading, Mathematics, and Writing

The BSAP test results by district across years are reported in detail in Appendix H. In reviewing the results presented in Appendix G, remember that test data constitute a single type of information that must be used in conjunction with other pieces of information to evaluate educational quality. These other critical factors such as the entry characteristics of students, socioeconomic background, education of parents, etc., are strongly related to test scores. Hence, high test scores do not necessarily equate with high educational quality, just as low test scores do not equate with poor educational quality. Within the confines of a single district, the characteristics of the student population are known and can be used by the individual district itself when evaluating its performance to determine program effectiveness. Thus, when interpreting the data presented in this section, consideration must be given to the inherent differences that exist among student populations served by individual districts.

The focus of the discussion of the district results in Tables 1, 2, and 3 is on overall statewide trends; therefore, the remainder of this report presents district data, not from the standpoint of a single district, but from the perspective of the State as a whole. Tables 1, 2, and 3 present a breakdown of the number of districts that fall into categories encompassing ranges of percentages of students meeting the state standard. Each category represents an interval of ten percentage points (e.g., 0-9%, 10-19%, etc.). Ten-point intervals were chosen for convenience of interpretation; and, therefore, no particular meaning should be ascribed to a particular category. However, increases in the numbers of districts moving to the higher percentage categories from 1981 to 1985 are indicative of progress in the BSAP program at the district level. Thus, the primary purpose of presenting the data in this format is not to compare districts to one another but rather to monitor the progress of districts across the years. The frequencies or numbers of districts appearing in each category for the base year and for 1985 are discussed in the following sections.

### District Reading Results

An examination of Table 6 reveals that from 1981 to 1985 many districts have higher percentages of students meeting the statewide standard on the BSAP Reading Test. As in previous years, the 1985 BSAP test results indicate that districts have made significant progress in moving higher percentages of their students toward meeting the standard. This is especially true for the early grades. The category showing the largest gains in frequency counts and percentages of students above standard was the 80-89%, category for Grades 1, 2, and 3. For instance only eight districts in 1981 were in the 80-89% category in Grade 1; whereas, in 1985, 47 district were in the 80-89% category. For Grades 6 and 8, the largest increase in frequency occurred in the 60-69% category. The 70-79% category in Grade 11 evidenced the most growth since 1982.

Table 6 illustrates the important point that more districts are moving greater percentages of their students toward meeting the reading standard across all grades. For example, a higher percentage of districts (47, 37, and 48) for Grades 1, 2, and 3, respectively, had their students in the 80-89% category, in 1985; whereas, for the 1981 base year, only eight, two, and six districts, respectively, were in the same category. For Grades 2, 3, 6, and 8, no districts had more than 90 percent of their students meeting the standard in 1981; however, after the 1985 administration, two and eleven districts had moved into this category for Grades 2 and 3, respectively.

## District Mathematics Results

Table 7 reveals trends in mathematics similar to those observed in reading where more districts have larger numbers of students meeting the mathematics standard in 1985 than in the base year. Significant movement of students into higher percentage categories occurred in Grade 1. Only seven districts had 80-89% of their students meeting the standard in 1981; whereas, in 1985, 54 districts were in this category. A similar pattern was noted in Grade 2 which had 12 districts in the 80-89% category in 1981 and 41 districts in the same category 1985. In Grade 3, the largest number of districts were in the 60-69% category in 1981, while in 1985 the majority fell into the 70-79% and 80-89% categories. For Grade 6, the category where the most growth has occurred since 1981 is the 60-69% category with 33 districts in 1985 compared with eight districts in 1981. From 1981 to 1985, upward movement of districts into the 50-59%, 60-69%, 70-79%, and 80-89% categories occurred in Grade 8. For instance, 22 districts in Grade 8 fell into the category of 60-69% in 1985; whereas, only two districts were in this same category in 1981. Similarly, in Grade 11, the number of districts in the 70-79%, 80-89%, and 90%+ categories has increased since 1982. Table 7 illustrates the important point that more districts are moving greater percentages of their students toward meeting the mathematics standard across all grades.

| % MEETING STANDARD | Grade 1 | | Grade 2 | | Grade 3 | | Grade 6 | | Grade 8 | | Grade 11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '81 | '85 | '81 | '85 | '81 | '85 | '81 | '85 | '81 | '85 | '82 | '85 |
| 0-9% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10-19% | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 5 | 0 | 1 | 0 |
| 20-29% | 0 | 0 | 2 | 0 | 1 | 0 | 5 | 1 | 12 | 2 | 3 | 2 |
| 30-39% | 2 | 0 | 10 | 0 | 7 | 0 | 13 | 3 | 15 | 7 | 11 | 3 |
| 40-49% | 4 | 0 | 13 | 1 | 8 | 0 | 21 | 10 | 22 | 13 | 9 | 9 |
| 50-59% | 14 | 0 | 27 | 2 | 19 | 1 | 29 | 15 | 22 | 21 | 24 | 17 |
| 60-69% | 31 | 6 | 25 | 15 | 22 | 10 | 16 | 39 | 14 | 29 | 20 | 18 |
| 70-79% | 30 | 28 | 13 | 35 | 29 | 22 | 4 | 19 | 1 | 18 | 18 | 33 |
| 80-89% | 8 | 47 | 2 | 37 | 6 | 48 | 1 | 5 | 1 | 2 | 5 | 8 |
| 90%+ | 3 | 11 | 0 | 2 | 0 | 11 | 0 | 0 | 0 | 0 | 1 | 2 |

Table 6: District Frequency Counts and Percentages of Students above Standard, Reading, Grades 1, 2, 3, 6, 8, and 11.

| % MEETING STANDARD | Grade 1 | | Grade 2 | | Grade 3 | | Grade 6 | | Grade 8 | | Grade 11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '81 | '85 | '81 | '85 | '81 | '85 | '81 | '85 | '81 | '85 | '82 | '85 |
| 0-9% | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 4 | 0 | 0 | 0 |
| 10-19% | 0 | 0 | 0 | 0 | 2 | 0 | 8 | 0 | 12 | 0 | 0 | 0 |
| 20-29% | 0 | 0 | 0 | 0 | 1 | 0 | 9 | 2 | 8 | 5 | 3 | 1 |
| 30-39% | 2 | 0 | 2 | 0 | 7 | 0 | 16 | 10 | 20 | 11 | 6 | 2 |
| 40-49% | 3 | 0 | 8 | 0 | 11 | 0 | 24 | 11 | 23 | 13 | 8 | 9 |
| 50-59% | 16 | 0 | 15 | 2 | 24 | 2 | 23 | 19 | 22 | 29 | 22 | 10 |
| 60-69% | 32 | 3 | 33 | 1 | 32 | 14 | 8 | 33 | 2 | 22 | 26 | 17 |
| 70-79% | 31 | 22 | 22 | 22 | 12 | 35 | 1 | 14 | 1 | 10 | 19 | 33 |
| 80-89% | 7 | 54 | 12 | 41 | 3 | 35 | 1 | 3 | 0 | 2 | 7 | 18 |
| 90%+ | 1 | 13 | 0 | 26 | 0 | 6 | 0 | 0 | 0 | 0 | 1 | 2 |

Table 7: District Frequency Counts and Percentages of Students above Standard, Mathematics, Grades 1, 2, 3, 6, 8, and 11.

## District Writing Results

Table 8 presents the number of districts and the percentage of students above the state standard in writing in the same frequency categories as presented earlier for reading and mathematics. Recall, however, that the base year for comparison in writing is 1983. An upward movement is noted in all three grades (6, 8, 11) from 1983 to 1985. Only 15 districts in Grade 6 had 70-79% of their students scoring above standard in 1983; whereas, in 1985, the number of districts in this same category had increased to 32. Similar shifts were observed in Grades 8 and 11 from 1983 to 1985 , especially in the 80-89% category. In Grade 8, there was an increase in the 80-89% category from three districts to 32 districts; and, in Grade 11, there was an increase from six districts to 31 districts.

| % MEETING STANDARD | Grade 6 | | Grade 8 | | Grade 11 | |
|---|---|---|---|---|---|---|
| | '83 | '85 | '83 | '85 | '83 | '85 |
| 0-9% | 0 | 0 | 0 | 0 | 0 | 0 |
| 10-19% | 1 | 0 | 1 | 0 | 1 | 0 |
| 20-29% | 3 | 0 | 2 | 0 | 2 | 0 |
| 30-39% | 5 | 1 | 7 | 0 | 7 | 2 |
| 40-49% | 7 | 5 | 14 | 3 | 11 | 3 |
| 50-59% | 17 | 7 | 13 | 5 | 16 | 9 |
| 60-69% | 29 | 18 | 31 | 22 | 25 | 19 |
| 70-79% | 15 | 32 | 20 | 28 | 22 | 23 |
| 80-89% | 14 | 24 | 3 | 32 | 6 | 31 |
| 90+% | 1 | 5 | 1 | 2 | 2 | 5 |

**Table 8: District Frequency Counts and Percentages of Students above Standard, Writing, Grades 6, 8, and 11.**

## Summary - BSAP Test Administration, Grades 1, 2, 3, 6, 8, and 11

Criterion-referenced tests such as those used in the BSAP are designed to compare a student's performance with a desired standard. Theoretically, 100 percent of the students should be able to meet the standard; realistically, however, every student cannot be expected to meet the standard. Nevertheless, the total test results, as well as the district results, indicate progress in learning relative to the statewide basic skills objectives in reading, mathematics, and writing. The percentages of students meeting the total test standard across all grades have steadily and, in many cases, dramatically increased in all areas since the inception of the BSAP. Notable gains have also been made in performance relative to the majority of the objectives. This progress is evident in Grades 1, 2, and 3 for both reading and mathematics. There is still room for improvement in Grades 6, 8, and 11, although substantial gains have also been made in these grades. Additional instructional focus needs to be directed to those objectives which are "lagging behind" without sacrificing instruction relative to those objectives which have progressed or remained stable.

Districts and schools are to be complimented for their efforts in providing effective basic skills instruction to those students not meeting the BSAP standards. The district results indicate that over the past years the number of districts having lower percentages of students meeting the standards has decreased and the number of districts having higher percentages has increased. In summary, South Carolina is continuing to improve its delivery of instructional services to students as indicated by increased test performance on the BSAP tests in reading, mathematics, and writing.

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## CSAB DISTRICT SCORE SUMMARY
## PERCENT OF STUDENTS CLASSIFIED AS "READY"

| DISTRICT | NTESTED | PNOEXP[a] | PFRLUNCH[b] | CSAB79 | CSAB80 | CSAB81 | CSAB82 | CSAB83 | CSAB84 |
|---|---|---|---|---|---|---|---|---|---|
| ABBEVILLE | 310 | 1.0 | 42.9 | 61.4 | 53.7 | 60.9 | 66.1 | 74.8 | 72.3 |
| AIKEN | 1741 | 0.8 | 41.3 | 55.8 | 59.1 | 64.7 | 64.0 | 66.4 | 67.7 |
| ALLENDALE | 217 | 1.9 | 86.6 | 42.2 | 62.4 | 53.1 | 62.2 | 67.6 | 61.3 |
| ANDERSON 1 | 412 | 1.0 | 19.9 | 68.0 | 68.6 | 76.6 | 84.3 | 86.4 | 82.5 |
| ANDERSON 2 | 272 | 4.8 | 18.0 | 56.7 | 64.2 | 66.9 | 74.0 | 72.7 | 69.5 |
| ANDERSON 3 | 189 | 2.6 | 15.3 | 54.8 | 51.6 | 66.5 | 68.5 | 68.5 | 67.7 |
| ANDERSON 4 | 212 | 3.8 | 31.6 | 61.2 | 67.0 | 68.7 | 73.6 | 77.5 | 81.6 |
| ANDERSON 5 | 941 | 6.0 | 42.1 | 64.5 | 73.3 | 77.3 | 81.5 | 80.7 | 77.2 |
| BAMBERG 1 | 152 | 0.0 | 68.4 | 54.2 | 62.9 | 76.4 | 72.7 | 58.2 | 76.3 |
| BAMBERG 2 | 125 | 0.0 | 81.6 | 47.8 | 42.1 | 66.7 | 58.9 | 78.0 | 78.4 |
| BARNWELL 19 | 97 | 3.1 | 78.4 | 52.3 | 34.8 | 62.8 | 66.3 | 89.8 | 74.2 |
| BARNWELL 29 | 96 | 2.1 | 69.8 | 32.2 | 50.5 | 37.8 | 58.1 | 50.0 | 63.5 |
| BARNWELL 45 | 200 | 0.5 | 47.0 | 71.4 | 62.5 | 59.1 | 65.4 | 74.7 | 77.0 |
| BEAUFORT | 880 | 0.9 | 54.5 | 64.2 | 73.9 | 72.4 | 74.5 | 79.0 | 83.5 |
| BERKELEY | 1985 | 1.7 | 38.6 | 67.3 | 63.1 | 74.4 | 74.5 | 78.5 | 79.1 |
| CALHOUN | 169 | 0.0 | 91.1 | 55.4 | 53.3 | 46.4 | 54.2 | 75.5 | 75.1 |
| CHARLESTON | 3970 | 2.2 | 52.4 | 59.3 | 64.0 | 71.8 | 70.2 | 73.3 | 72.8 |
| CHEROKEE | 705 | 2.1 | 44.1 | 52.3 | 57.9 | 57.9 | 61.6 | 64.9 | 62.1 |
| CHESTER | 569 | 3.3 | 46.7 | 43.8 | 50.7 | 66.7 | 63.5 | 60.1 | 59.2 |
| CHESTERFIELD | 701 | 0.4 | 59.6 | 46.9 | 54.5 | 58.6 | 63.7 | 62.3 | 68.9 |
| CLARENDON 1 | 118 | 0.8 | 96.6 | 33.0 | 78.5 | 69.3 | 61.1 | 66.1 | 57.6 |
| CLARENDON 2 | 308 | 1.3 | 65.3 | 46.3 | 69.4 | 67.1 | 72.0 | 72.4 | 84.1 |
| CLARENDON 3 | 110 | 0.0 | 82.7 | 48.4 | 54.3 | 45.1 | 55.8 | 68.8 | 63.6 |
| COLLETON | 595 | 1.2 | 62.2 | 53.1 | 46.0 | 56.4 | 56.0 | 63.8 | 64.0 |
| DARLINGTON | 1084 | 0.8 | 62.6 | 57.1 | 65.6 | 71.1 | 71.9 | 74.5 | 76.0 |
| DILLON 1 | 87 | 0.0 | 79.3 | 23.1 | 60.3 | 60.7 | 78.8 | 66.7 | 71.3 |
| DILLON 2 | 375 | 0.8 | 75.7 | 42.6 | 48.5 | 56.2 | 61.6 | 61.2 | 66.1 |

[a] PNOEXP = Percentage of students having no kindergarten experience.

[b] PFRLUNCH = Percentage of students eligible for free or reduced lunch.

## BSAP TEST ADMINISTRATION - MONITORING

Beginning with 1980 field tests, staff members from the Educational Assessment Section, Office of Research, and the Basic Skills Section, Office of General Education, have monitored the annual BSAP test administration. This year, staff members from the South Carolina Administrators Leadership Academy and the School Improvement Section, Office of Leadership and School Improvement, also participated in the project. The purpose of this monitoring is to observe test administration procedures first hand and to receive immediate feedback from students, teachers, principals, and test coordinators. A second and equally important purpose is to foster person-to-person contact between local school district personnel and State Department personnel.

There were 29 monitors available for a total of 80 person days during the testing week. In an attempt to visit at least one school from as many of the 92 South Carolina school districts as possible, several schools were selected from each district as possible candidates. Eighty-three schools from 69 districts with enrollments of various sizes from both urban and rural locales were included.

Monitors found that, for the most part, test administration went very smoothly. Children were tested on the appropriate day, during the morning, and within an appropriate test setting. Teachers seemed to follow the "Teacher's Administration Manual" and answered only student questions that pertained to the test administration. The monitors further noted that school personnel were making diligent efforts to follow testing and security procedures as instructed.

## TEST ITEM DEVELOPMENT - EXIT EXAM

The exit exam development was initiated by convening the BSAP Reading and Mathematics Committees, composed of public school teachers and administrators, district staff members, and education faculty from colleges and universities, to review the current Grade 11 BSAP objectives, subskills, and test item distributions. These committees, composed of South Carolina teachers, district personnel, and faculty from South Carolina colleges and universities made recommendations concerning forms development for purposes of the Exit Exam. The State Board of Education, at its February, 1985, meeting, approved adoption of the BSAP Objectives as the basis for construction of the Exit Exam. In May, IOX (Instructional Objectives Exchange) was contracted to develop reading and mathematics Exit Exam items which will be field tested during 1985-86.

## OBJECTIVES DEVELOPMENT - SCIENCE

To identify state science objectives, a BSAP Science Advisory Committee was established. The committee was composed of public school science teachers, district science supervisors, and science education faculty from colleges and universities. This committee and several subcommittees met six times during the year to identify preliminary science goals, objectives, and subskills for Grades 1 through 8. Department staff and committee members are in the process of developing the educator survey of the science objectives which was conducted in the Fall of 1985. The purpose of this survey was to obtain input from district and school personnel, teachers, and science education faculty from institutions of higher education. The results from the survey will aid the Department in recommending the science objectives to the State Board of Education and in addressing instructional needs for science.

## INSTRUCTION

The Basic Skills Assessment Program continues to impact upon public school programs and practices during each successive year of implementation. The following is a discussion of the monitoring process, findings, and major instructionally related activities for 1984-85.

### Monitoring

The Basic Skills Assessment Act (Section 8) mandates that the State Department of Education monitor and evaluate "the curriculum and instructional methods" of South Carolina school districts to insure compliance with its provisions. Passage of the Education Improvement Act (EIA) also necessitated promulgation of compensatory and remedial regulations and the monitoring of these programs. As of the 135 day Student Accountability Report, 194,137 students were being served in compensatory and remedial education programs. During 1984-85, the staff of the Basic Skills Section reviewed the Basic Skills Assessment Program status of all school districts through the District Superintendent's Assurance Form, which is an annual requirement. The Basic Skills staff monitored 15 school districts on-site, visiting 61 schools. Two school districts were found to be in "full compliance"; and 13 school districts were rated "progressing toward compliance", regarding the Basic Skills Assessment Program and EIA compensatory and remedial program implementation. No school district was found to be "not in compliance." A detailed monitoring report was prepared for each school district and returned to the superintendent to be shared with all principals and teachers. These reports contained a variety of specific recommendations to aid school districts in full implementation of the Basic Skills Assessment Act and the EIA regulations. In many instances, the report was followed up by staff assistance toward implementing the recommendations.

### Instructional Activities

Following is a summary of some of the major instructional activities that occurred during the period covered by this report.

#### Special Instruction Programs (Federal)

National Diffusion Network Facilitator Project - In 1984-85, NDN projects were adopted in 229 schools, involving over 415 teachers and administrators and 33,233 South Carolina school children.

#### Special Instruction Programs (State)

The state-funded child development and parent education programs are supportive of the Basic Skills Assessment Program. Priority for funding is given to those districts with high incidences of children scoring "not ready" on the Cognitive Skills Assessment

Battery (CSAB). During the 1984-85 school year, 39,195 students were served in kindergarten classes in 92 school districts primarily through 1,700 half-day sessions. New regulations for half-day child development programs for four-year-olds were offered to all districts through an allocation system. Forty-one districts utilized these funds to operate programs for a total of 3,365 students. Center-based child development programs operated primarily on a full-day basis in 30 districts and served 2,537 children ages three to five. Thirteen districts continued operation of home-based parent education programs.

### Workshops/Conferences

Workshops and conferences are frequently utilized to disseminate information regarding instructional aspects of the Basic Skills Assessment Program. Following is information on several conferences and workshops.

1. Summer Writing Course

   Forty-six teachers and specialists from across the state attended this two-week workshop. Nineteen school districts were involved. Graduate and undergraduate credits were offered.

2. Early Childhood Education Summer Institute

   Approximately 200 educators participated in a week-long early childhood summer institute which offered both graduate and undergraduate credits at the University of South Carolina. Approximately 100 teachers of four-year-olds received expanded training at a week-long institute focusing on the High/Scope Cognitively Oriented Curriculum jointly sponsored by the State Department of Education and Winthrop College.

3. BSAP Pretest Workshops

   Five regional pretest workshops were held in conjunction with the Educational Assessment Section, Office of Research, prior to the April, 1985, BSAP testing with 320 individuals attending these workshops.

4. NDN/Basic Skills Awareness Conference

   A one-day conference featuring eleven NDN basic skills projects was offered. Attendance exceeded 250 participants.

5. Fall Utilization Workshops

   Five regional workshops for school district test coordinators were conducted. Emphasis was on the utilization of BSAP test results for instructional purposes. Two hundred and seventy-five individuals attended.

### District Inservice

In 1984-85, the Basic Skills Section staff conducted various inservice training sessions for teachers and administrators. The focus of these inservice sessions were on the basic skills objectives, the implementation of the BSAP, and the EIA regulations.

# BASIC SKILLS ADVISORY COMMISSION

## Activities

The Basic Skills Advisory Commission, created by Act 631, consists of 25 members. Appointments to the Commission are made by the Governor, the State Superintendent of Education, the President of the Senate, and the Speaker of the House of Representatives. During 1984-85, the Commission held five meetings and was actively involved in monitoring the development and implementation of the program.

Activities of the Commission included the following: (1) working with Department of Education staff in developing the reports of the results of the 1984 fall readiness testing and the Spring, 1985, testing; (2) working with members of the General Assembly in support of adequate funding for implementing the program; (3) reviewing plans and materials developed by the Department of Education; (4) reviewing changes at the Federal and State levels which may have implications for the BSAP; (5) hearing concerns and comments from various groups and individuals; and (6) being briefed on the Education Improvement Act by Governor Richard W. Riley, State Superintendent of Education, Dr. Charlie G. Williams; and Dr. Terry Peterson of the Governor's Staff.

Chairman Wallace Brown represented the Commission before both the Senate Education Committee and the House Committee on Education and Public Works. A listing of the Commission membership for 1984-85 is provided in Appendix I.

## Recommendations

The Basic Skills Assessment Program Legislation makes provision for the Basic Skills Advisory Commission to include recommendations and advice to the Governor, General Assembly, and the State Board of Education. Pursuant to that provision of the law, the Basic Skills Advisory Commission makes the following recommendations:

1. That in light of various exit documents, the State Board of Education review and clarify the name, purpose, and use of any approved state certificates, including the General Educational Development Tests (GED), high school diploma, and certificate of attendance; and
2. That the State Board of Education recommend an aggressive outreach program targeted to the most disadvantaged preschool children not meeting the CSAB standard, for the purpose of enabling those children to score "ready."

## Appendix A

## BASIC SKILLS RESOURCE MATERIALS

# VIDEOTAPES, CURRENT PUBLICATIONS, AND FORTHCOMING PUBLICATIONS

## Videotapes

1. Ready, Set, Go: Training for Cognitive Skills Assessment Battery, Educational Assessment Section, Office of Research, South Carolina Department of Education, Revised, 1980.*

   This is a video-cassette tape that offers recommended administration and scoring procedures for the first grade readiness test.

2. "Let's Get Started: First Grade Readiness Activities", Office of General Education, State Department of Education, 1980.*

   This is a video-cassette tape of a first grade teacher's classroom management techniques that insure appropriate attention to student deficiencies. The tape also includes segments showing students engaged in developmental activities, each of which addresses a specifically identified readiness skill.

   *For the availability of ITV showing, consult ITV and Radio Staff Development Resources and Schedules for the current year.

## Publications

1. 1978 Act No. 631 of the South Carolina General Assembly As Amended, Educational Assessment Section, Office of Research, South Carolina Department of Education, September, 1981. (Cost: Free)

   This pamphlet provides the Basic Skills Assessment Program Act as amended in 1979 and 1981. Annotations have been incorporated on important elements in the law.

2. A Handbook for Understanding the Basic Skills Assessment Program, Educational Assessment Section, Office of Research, South Carolina Department of Education, December, 1980. (Out of Print)

   This handbook provides an explanation and interpretation of each section of the Basic Skills Assessment Program Act. Answers to questions from local administrators and teachers are also addressed.

3. An Aide Is Not a Maid, Office of General Education, South Carolina Department of Education, May, 1979. (Cost: $0.75)

   This publication provides an explanation of what teachers should know about working with kindergarten aides.

4. Building Composition Skills, Office of General Education, South Carolina Department of Education, May, 1981. (Cost: Free)

   This publication is for language arts teachers, Grades 1-12, and contains recommendations for teaching composition. Sections are included on the interrelationships of language arts, the writing process, and the place of writing in the total curriculum. A list of selected references and suggestions for parents to help their child become a better writer are also included.

5. First Steps to Success, Basic Skills Section, Office of General Education, South Carolina Department of Education, 1984. (Cost: Free)

   This publication is designed to help parents of children in Grades 1, 2, and 3 learn more about the Basic Skills of Reading, Writing, and Mathematics. It also answers some questions parents often ask.

6. Kangaroo Book, Office of General Education, South Carolina Department of Education, August, 1982. (Cost: $5.00)

   This publication of experiental activities is intended to help teachers to plan appropriate programs for their students.

7. Learning Through Language for First Grade, Office of General Education, South Carolina Department of Education. (Cost: $1.25)

   This publication is intended to give the classroom teacher some practical suggestions for helping disadvantaged children develop readiness for reading instruction.

8. Learning Through Play: A Guide for Parents of 3-, 4-, or 5-Year Olds, Office of General Education, South Carolina Department of Education, 1981. (Cost: Free)

   This publication contains developmental activities keyed to the 18 State Kindergarten Objectives. The activities were designed specifically for the parents of 3-, 4-, or 5-year olds and can easily be done at home.

9. Parent Activities for Learning Basic Skills, Office of General Education, South Carolina Department of Education, January, 1979. (Cost: $3.00)

   This publication is a collection of learning activities which were prepared to help parents reinforce learning in the basic skills of reading and mathematics for children in Grades K-3. This publication is intended to enhance the involvement of parents in the learning process of their children through positive home/school interaction.

10. Questions and Answers (Yellow Publication), Basic Skills Section, Office of General Education, South Carolina Department of Education. (Cost: Free)

    This publication poses some of the most important questions asked of the law and provides the answers according to the law, as well as additional comments.

11. Questions and Answers (Blue and Yellow Pamphlet), Educational Assessment Section, Office of Research, South Carolina Department of Education. (Cost: Free)

    This pamphlet addresses broad scope issues concerning the Basic Skills Assessment Program.

12. Ready or Not: A Report on the 1979 Statewide Readiness Test Administration and Results, Educational Assessment Section, Office of Research, South Carolina Department of Education, October, 1980. (Out of Print)

    This publication presents interpretive information, along with the first year results of the 1979 Statewide Readiness Test Administration. Information on instructional implications and local reactions to the first year administration are also included.

13. Report on the Implementation of the Basic Skills Assessment Program, 1979-80, South Carolina Department of Education, December, 1979. (Out of Print)

    This publication is a report to the legislature on the progress the Department made in its effort to comply with the Basic Skills Assessment Program legislation time schedule for Year 1 (1978-79).

14. Report on the Implementation of the Basic Skills Assessment Program, 1979-80, South Carolina Department of Education, December, 1980. (Out of Print)

    This publication is a report to the legislature on the progress the Department made in its effort to comply with the Basic Skills Assessment Program legislation time schedule for Year 2 (1979-80).

15. Report on the Implementation of the Basic Skills Assessment Program, 1980-81, South Carolina Department of Education, December, 1981. (Cost: $1.00)

    This publication is a report to the legislature on the progress the Department made in its effort to comply with the Basic Skills Assessment Program legislation time schedule for Year 3 (1980-81).

16. Report on the Implementation of the Basic Skills Assessment Program, 1981-82, South Carolina Department of Education, February, 1982. (Out of Print)

    This publication is a report to the legislature on the progress the Department made in its effort to comply with the Basic Skills Assessment Program legislation time schedule for Year 4 (1981-82).

17. Report on the Implementation of the Basic Skills Assessment Program, 1982-83, South Carolina Department of Education, December, 1983. (Cost: $1.00)

    This publication is a report to the legislature on the progress the Department made in its effort to comply with the Basic Skills Assessment Program legislation time schedule for Year 5 (1982-83).

18. Report on the Implementation of the Basic Skills Assessment Program, 1983-84, South Carolina Department of Education, November, 1984. (Cost: $1.00)

    This publication is a report to the legislature on the progress the Department made in its effort to comply with the Basic Skills Assessment Program legislation time schedule for Year 6 (1983-84).

19. South Carolina Word List, prepared by Instructional Objectives Exchange for the South Carolina Department of Education, November, 1984 (Fifth Printing). (Cost: $1.50)

    This publication contains a by-grade-level listing of words used in developing the Basic Skills Assessment Program Tests in Reading, Writing, and Mathematics. Note that for testing certain skills, words that are not on this list may be used.

20. State Objectives, Reading, Writing, and Mathematics, Grades K-12, South Carolina Department of Education. (Cost: $1.50)

    This publication contains a listing of the 18 kindergarten objectives with their accompanying explanations and the 16 Basic Skills Objectives for Reading, Writing, and Mathematics with their accompanying measurement strategies.

21. Teaching and Testing Our Basic Skills Objectives, Reading, Educational Assessment Section, Office of Research, South Carolina Department of Education, September, 1981; January, 1983.

These publications (referred to as T&T) are for teachers in Grades 1-12 and provide them with a tool for curriculum and instructional development that is consistent with the assessment of the State Objectives in Reading. This guide provides a summary of how each objective is tested and how this information can be translated into activities for teaching basic skills. There are four different books in the Reading T&T Series, one for each of four grade ranges.

| Grade Level Series | Cost* |
|---|---|
| T&T Reading, Grades 1, 2, 3 | $7.15 |
| T&T Reading, Grades 4, 5, 6 | $7.15 |
| T&T Reading, Grades 7 & 8 | $7.15 |
| T&T Reading, Grades 9-12 | $7.15 |

*NOTE: These costs are subject to change.

22. Teaching and Testing Our Basic Skills Objectives, Mathematics, Educational Assessment Section, Office of Research, South Carolina Department of Education, September, 1981; January, 1983.

These publications (referred to as T&T) are for teachers in Grades 1-12 and provide them with a tool for curriculum and instructional development that is consistent with the assessment of the State Objectives in Mathematics. This guide provides a summary of how each objective is tested and how this information can be translated into activities for teaching basic skills. There are four different books in the Mathematics T&T Series, one for each of four grade ranges.

| Grade Level Series | Cost* |
|---|---|
| T&T Mathematics, Grades 1, 2, 3 | $7.15 |
| T&T Mathematics, Grades 4, 5, 6 | $7.15 |
| T&T Mathematics, Grades 7 & 8 | $7.15 |
| T&T Mathematics, Grades 9-12 | $7.15 |

*NOTE: These costs are subject to change.

23. Teaching and Testing Our Basic Skills Objectives, Writing, Grades 4-12, Educational Assessment Section, Office of Research, South Carolina Department of Education, November, 1984. (Cost: $2.50)

This publication (referred to as T&T) will provide teachers in Grades 4-12 with a tool for curriculum and instructional development that is consistent with the State Objectives in Writing. T&T discusses the teaching of writing, provides activities for teaching basic skills in writing, and summarizes the BSAP testing and scoring procedures.

24. The Rainbow Book for First Grade, Office of General Education, South Carolina Department of Education, 1980. (Cost: $3.00)

This publication contains developmental activities based on the 18 State Kindergarten Objectives. These activities were written specifically for first grade teachers to use with first grade students in bringing them into the formal curriculum as learning and maturity dictate.

## Appendix B

## MEMBERSHIP OF THE KINDERGARTEN COMMITTEE

## KINDERGARTEN OBJECTIVES AND READINESS TEST REVIEW AND SELECTION COMMITTEE

Ms. Betty Addison
Kindergarten Teacher
Bishopville Primary School
Lee County School Dist.

Ms. Dorothy Lewis
First Grade Teacher
Nevitt Forest Elem. School
Anderson School Dist. #5

Ms. Elise Blakely
First Grade Teacher
Saluda Elem. School
Saluda County School Dist.

Mr. James T. McKim
Coord. of Elem. Educ.
Charleston County School Dist.

Ms. Hazel Cadle
First Grade Teacher
East Aiken Elem. School
Aiken School Dist.

Dr. Bill Quesenbery
Director, Res. & Eval.
Charleston County School Dist

Dr. Martha Jean Heggins
Instructor
S. C. State College

Ms. Mary Kelly
Reading Consultant
S.C. Department of Education

Ms. Emmie Atkinson
(member during 1978-79 only)
Asst. Supt. for Instruction
Marion School Dist. #1

Ms. Veter Mack
Kindergarten Teacher
Elloree Elem. School
Orangeburg School Dist 7

Ms. Betty Brunson
Kindergarten Teacher
Forest Hills Elem. School
Colleton County School Dist

Ms. Carol Pascua
Principal
Andrews Primary School
Georgetown County School Dist

Ms. Phyllis Ford
Early Childhood Educ. Consult.
S.C. Department of Education

Dr. Kevin Swick
Associate Professor
College of Education
University of South Carolina

Dr. Rosemary Althouse
Instructor
Winthrop College

Ms. Norma Love
First Grade Teacher
Walhalla Elem. School
Oconee County School Dist.

Ms. Katherine Brabham
Kindergarten Teacher
Ebinport Elem. School
York School Dist 2

Ms. Sally Mullen
Kindergarten Teacher
L.B. Nelson Elem. School
Richland School Dist 2

Ms. Betti Crosby
Primary Coordinator
Hampton School Dist 1

Ms. Lynette Smith
First Grade Teacher
Cross Elem. School
Berkeley County School Dist

Ms. Wanda Vickery
Kindergarten Teacher
Cades-Hebron Elem. School
Williamsburg County Schools

Note: Staff from the Educational Assessment Section (Dr. Vana H. Meredith Dabney, Chief Supervisor; Dr. Lynne Mappus, Dr. John M. Finch, and Mr. Roan Garcia-Quintana, Statisticians; and Mr. Terry L. Helsley and Mr. C. Lewie Hartley, Education Program Specialists) from the Office of Research (Dr. Paul D. Sandifer, Director) coordinated the committee activities and served as measurement consultants.

# Appendix C

## CSAB, FALL, 1979 to FALL, 1984
## PERCENT "READY" BY DISTRICT

## CSAB DISTRICT SCORE SUMMARY

## PERCENT OF STUDENTS CLASSIFIED AS "READY"

| DISTRICT | NTESTED | PNOEXP[a] | PFRLUNCH[b] | CSAB79 | CSAB80 | CSAB81 | CSAB82 | CSAB83 | CSAB84 |
|---|---|---|---|---|---|---|---|---|---|
| DILLON 3 | 171 | 0.0 | 83.0 | 60.9 | 61.3 | 78.9 | 62.5 | 73.7 | 84.2 |
| DORCHESTER 1 | 130 | 0.8 | 79.2 | 58.6 | 57.4 | 57.6 | 60.8 | 52.0 | 56.9 |
| DORCHESTER 2 | 990 | 1.1 | 23.4 | 69.2 | 69.8 | 75.4 | 75.4 | 77.2 | 75.6 |
| DORCHESTER 3 | 87 | 1.1 | 72.4 | 52.3 | 50.6 | 56.2 | 55.4 | 65.8 | 56.6 |
| EDGEFIELD | 322 | 1.2 | 71.7 | 46.4 | 56.2 | 54.7 | 61.3 | 62.7 | 60.6 |
| FAIRFIELD | 342 | 2.9 | 84.8 | 35.7 | 45.6 | 42.7 | 61.3 | 62.6 | 57.9 |
| FLORENCE 1 | 1240 | 2.0 | 49.0 | 62.9 | 65.6 | 69.0 | 73.5 | 72.9 | 63.4 |
| FLORENCE 2 | 135 | 0.0 | 66.7 | 54.9 | 71.7 | 72.6 | 74.6 | 64.7 | 68.9 |
| FLORENCE 3 | 409 | 0.7 | 78.2 | 47.6 | 56.3 | 62.1 | 64.3 | 62.7 | 56.2 |
| FLORENCE 4 | 120 | 1.7 | 79.2 | 48.5 | 53.4 | 45.4 | 41.2 | 34.7 | 46.7 |
| FLORENCE 5 | 118 | 0.0 | 61.9 | 57.3 | 63.2 | 61.9 | 66.7 | 67.0 | 75.4 |
| GEORGETOWN | 1063 | 1.3 | 60.3 | 51.6 | 49.2 | 59.3 | 62.9 | 63.1 | 60.1 |
| GREENVILLE | 4283 | 3.2 | 35.9 | 69.9 | 70.5 | 71.7 | 73.9 | 75.4 | 77.4 |
| GREENWOOD 50 | 779 | 1.3 | 43.3 | 63.3 | 64.0 | 64.4 | 73.2 | 70.0 | 67.0 |
| GREENWOOD 51 | 92 | 2.2 | 8.7 | 71.1 | 78.3 | 82.0 | 85.5 | 86.2 | 84.8 |
| GREENWOOD 52 | 90 | 0.0 | 30.0 | 83.9 | 82.7 | 78.8 | 75.3 | 74.3 | 88.8 |
| HAMPTON 1 | 211 | 0.0 | 65.4 | 53.8 | 62.4 | 72.0 | 69.6 | 76.1 | 70.6 |
| HAMPTON 2 | 151 | 1.3 | 95.4 | 27.9 | 25.4 | 34.7 | 46.7 | 50.8 | 57.6 |
| HORRY | 1961 | 0.8 | 51.3 | 58.3 | 61.7 | 64.1 | 70.7 | 74.7 | 74.9 |
| JASPER | 275 | 0.7 | 84.0 | 32.9 | 37.5 | 47.2 | 48.9 | 59.6 | 68.4 |
| KERSHAW | 735 | 0.5 | 48.6 | 66.5 | 66.5 | 75.7 | 77.2 | 79.0 | 76.9 |
| LANCASTER | 941 | 2.4 | 45.6 | 57.8 | 64.2 | 69.4 | 69.3 | 69.7 | 75.6 |
| LAURENS 55 | 469 | 2.6 | 37.5 | 61.1 | 73.6 | 73.3 | 71.6 | 76.2 | 71.2 |
| LAURENS 56 | 290 | 3.4 | 53.4 | 55.3 | 54.9 | 59.2 | 66.7 | 64.3 | 65.2 |
| LEE | 304 | 0.0 | 85.5 | 52.9 | 70.1 | 81.7 | 63.2 | 62.4 | 75.7 |
| LEXINGTON 1 | 654 | 0.8 | 18.8 | 68.5 | 75.0 | 79.0 | 81.2 | 84.3 | 82.7 |
| LEXINGTON 2 | 766 | 2.2 | 25.7 | 62.6 | 60.6 | 67.8 | 68.2 | 70.1 | 73.9 |

[a] PNOEXP = Percentage of students having no kindergarten experience.

[b] PFRLUNCH = Percentage of students eligible for free or reduced lunch.

## CSAB DISTRICT SCORE SUMMARY
## PERCENT OF STUDENTS CLASSIFIED AS "READY"

| DISTRICT | NTESTED | PNOEXP[a] | PFRLUNCH[b] | CSAB79 | CSAB80 | CSAB81 | CSAB82 | CSAB83 | CSAB84 |
|---|---|---|---|---|---|---|---|---|---|
| LEXINGTON 3 | 166 | 1.6 | 52.2 | 59.1 | 77.6 | 75.0 | 88.4 | 70.9 | 68.3 |
| LEXINGTON 4 | 134 | 0.7 | 38.8 | 51.4 | 57.9 | 52.2 | 62.4 | 58.2 | 70.1 |
| LEXINGTON 5 | 682 | 1.0 | 6.2 | 87.6 | 87.2 | 89.8 | 93.4 | 94.3 | 92.5 |
| MCCORMICK | 148 | 1.4 | 79.1 | 50.0 | 68.5 | 61.3 | 58.5 | 68.6 | 72.3 |
| MARION 1 | 309 | 0.6 | 71.8 | 63.4 | 65.0 | 68.0 | 67.6 | 73.1 | 71.8 |
| MARION 2 | 275 | 0.7 | 77.8 | 49.1 | 51.5 | 46.2 | 61.4 | 61.6 | 71.3 |
| MARION 3 | 64 | 3.1 | 98.4 | 38.1 | 62.3 | 61.4 | 51.4 | 73.0 | 68.8 |
| MARION 4 | 45 | 0.0 | 84.4 | 60.4 | 64.1 | 47.2 | 83.3 | 54.8 | 68.9 |
| MARLBORO | 535 | 2.1 | 74.2 | 46.7 | 57.5 | 56.4 | 65.7 | 64.8 | 69.0 |
| NEWBERRY | 454 | 1.1 | 50.7 | 53.6 | 60.0 | 73.0 | 72.8 | 79.4 | 73.8 |
| OCONEE | 841 | 4.4 | 30.8 | 71.4 | 69.7 | 73.2 | 77.1 | 77.8 | 79.4 |
| ORANGEBURG 1 | 91 | 1.1 | 76.9 | 56.1 | 80.8 | 71.1 | 79.6 | 80.0 | 68.1 |
| ORANGEBURG 2 | 64 | 0.0 | 89.1 | 43.2 | 51.1 | 59.1 | 41.5 | 81.3 | 62.5 |
| ORANGEBURG 3 | 297 | 0.0 | 94.9 | 56.3 | 51.8 | 64.7 | 65.5 | 64.6 | 66.3 |
| ORANGEBURG 4 | 100 | 1.0 | 56.0 | 64.9 | 61.9 | 58.2 | 67.6 | 86.9 | 83.0 |
| ORANGEBURG 5 | 455 | 1.1 | 80.0 | 54.6 | 55.5 | 61.5 | 64.1 | 68.6 | 69.5 |
| ORANGEBURG 6 | 69 | 1.4 | 56.5 | 27.6 | 43.7 | 31.1 | 29.9 | 45.7 | 58.0 |
| ORANGEBURG 7 | 75 | 2.7 | 93.3 | 34.4 | 39.4 | 50.0 | 52.5 | 56.2 | 64.0 |
| ORANGEBURG 8 | 38 | 0.0 | 68.4 | 79.2 | 73.3 | 29.8 | 73.3 | 70.0 | 65.8 |
| PICKENS | 1121 | 1.2 | 22.1 | 69.4 | 71.8 | 75.6 | 76.9 | 79.1 | 76.6 |
| RICHLAND 1 | 2345 | 1.7 | 65.3 | 56.7 | 59.1 | 61.3 | 66.4 | 66.9 | 65.5 |
| RICHLAND 2 | 736 | 1.8 | 23.1 | 71.3 | 69.1 | 74.1 | 77.4 | 80.7 | 78.0 |
| SALUDA | 193 | 1.6 | 64.8 | 63.7 | 63.8 | 70.5 | 68.8 | 74.3 | 79.3 |
| SPARTANBUR 1 | 297 | 1.3 | 25.9 | 61.0 | 59.9 | 69.9 | 67.4 | 75.6 | 75.4 |
| SPARTANBUR 2 | 494 | 1.2 | 26.9 | 68.0 | 69.9 | 74.2 | 79.8 | 82.3 | 86.4 |
| SPARTANBUR 3 | 247 | 0.0 | 42.1 | 65.8 | 72.9 | 84.5 | 87.3 | 90.0 | 91.5 |
| SPARTANBUR 4 | 193 | 1.0 | 43.0 | 66.1 | 66.0 | 75.7 | 75.8 | 78.4 | 77.2 |

[a] PNOEXP = Percentage of students having no kindergarten experience.

[b] PFRLUNCH = Percentage of students eligible for free or reduced lunch.

## CSAB DISTRICT SCORE SUMMARY

## PERCENT OF STUDENTS CLASSIFIED AS "READY"

| DISTRICT | NTESTED | PNOEXP[a] | PFRLUNCH[b] | CSAB79 | CSAB80 | CSAB81 | CSAB82 | CSAB83 | CSAB84 |
|---|---|---|---|---|---|---|---|---|---|
| SPARTANBUR 5 | 368 | 3.8 | 29.6 | 59.3 | 67.8 | 76.1 | 76.1 | 76.6 | 74.5 |
| SPARTANBUR 6 | 538 | 1.5 | 26.8 | 78.2 | 79.8 | 84.8 | 82.5 | 86.7 | 89.4 |
| SPARTANBUR 7 | 818 | 4.4 | 52.3 | 63.4 | 64.4 | 69.3 | 72.5 | 70.4 | 67.0 |
| SUMTER 2 | 740 | 2.2 | 68.1 | 55.4 | 55.2 | 62.0 | 64.8 | 65.4 | 60.5 |
| SUMTER 17 | 763 | 4.6 | 67.6 | 61.9 | 68.2 | 72.5 | 72.4 | 72.4 | 62.5 |
| UNION | 564 | 1.6 | 53.2 | 54.9 | 64.1 | 65.2 | 74.2 | 77.8 | 77.3 |
| WILLIAMSBURG | 806 | 1.7 | 89.1 | 46.7 | 54.3 | 54.3 | 63.5 | 56.2 | 58.9 |
| YORK 1 | 318 | 3.1 | 50.9 | 45.4 | 44.9 | 51.2 | 60.1 | 62.7 | 66.7 |
| YORK 2 | 242 | 2.5 | 29.3 | 56.2 | 59.9 | 69.3 | 70.7 | 73.5 | 76.0 |
| YORK 3 | 1029 | 1.4 | 42.1 | 62.4 | 67.7 | 76.4 | 75.3 | 78.6 | 76.6 |
| YORK 4 | 216 | 1.4 | 23.6 | 67.0 | 67.7 | 68.8 | 85.6 | 80.1 | 76.9 |

[a] PNOEXP = Percentage of students having no kindergarten experience.

[b] PFRLUNCH = Percentage of students eligible for free or reduced lunch.

## Appendix D

## 1985 BSAP ITEM RESPONSE SUMMARY FOR ALL STUDENTS READING AND MATHEMATICS, GRADES 1, 2, 3, 6, AND 8

## BSAP ITEM RESPONSE SUMMARY
## READING

THE ITEM RESPONSE SUMMARY PROVIDES DESCRIPTIVE INFORMATION ABOUT GROUP AND STATEWIDE PERFORMANCE ON THE SPECIFIC ITEM USED TO ASSESS A SUBSKILL. AS YOU REVIEW THE INDIVIDUAL ITEM DESCRIPTIONS, YOU WILL NOTE THAT THERE IS A POSSIBILITY THAT OTHER DISTINCT ITEM TYPES MAY BE ELIGIBLE TO ASSESS THE SAME SUBSKILL. CONSEQUENTLY, INTERPRETATION OF DATA SHOULD RELATE TO THE SPECIFIC NATURE OF THE ITEM TESTED AND NOT EXTEND TO THE SUBSKILL ASSESSED. FOR A COMPLETE LISTING OF ALL ELIGIBLE ITEM TYPES FOR A GIVEN SUBSKILL, REFER TO THE SKILL DIFFICULTY CHARTS IN THE TEACHING AND TESTING OUR BASIC SKILLS OBJECTIVES MANUALS(T&T).

THE PERCENT OF STUDENTS RESPONDING CORRECTLY TO EACH ITEM IS PROVIDED AT THE SCHOOL, DISTRICT, AND STATE LEVELS. BY COMPARING GROUP TO STATEWIDE PERFORMANCE, SPECIFIC AREAS OF RELATIVE STRENGTHS AND WEAKNESSES ON OBJECTIVES CAN BE DETERMINED.

SINCE THE BSAP WAS DESIGNED TO SAMPLE BEHAVIORS FOR EACH OBJECTIVE, THE REPORT DOES NOT PROVIDE COMPREHENSIVE DIAGNOSTIC INFORMATION. THE DISTRICT'S METHODS OF PROVIDING CONTINUOUS ASSESSMENT FOR EACH INDIVIDUAL STUDENT SHOULD BE UTILIZED TO GATHER THIS TYPE OF DIAGNOSTIC INFORMATION.

---

BELOW IS A LIST OF THE SUBSKILLS TESTED AND THE SUBSKILL CODES USED ON THIS REPORT.

**DECODING AND WORD MEANING (DW) THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.**

TESTED AT GRADES:

1, 2, 3, 6, 8, 11 **DW1.** **SIGHT RECOGNITION** - THE STUDENT CAN RECOGNIZE WORDS BY SIGHT.

1, 2, 3 **DW2.** **PHONETIC DECODING** - THE STUDENT CAN RECOGNIZE WORDS BY APPLYING PHONETIC RULES.

2, 3, 6, 8, 11 **DW3.** **CONTEXTUAL WORD MEANING** - THE STUDENT CAN DETERMINE THE MEANINGS OF WORDS USED IN A SELECTION FROM THE CONTEXT OF THE SELECTION.

6, 8, 11 **DW4.** **STRUCTURAL WORD MEANING** - THE STUDENT CAN DETERMINE THE MEANINGS OF WORDS IN A SELECTION BY APPLYING STRUCTURAL RULES.

**DETAILS (DE) THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.**

1, 2, 3, 6, 8, 11

**MAIN IDEA (MI) THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.**

1, 2, 3 **MI1.** **RESTATED MAIN IDEA** - THE STUDENT CAN IDENTIFY OR GENERATE A VERBATIM STATEMENT OF THE MAIN IDEA WHEN THE MAIN IDEA IS EXPLICITLY STATED IN A READING SELECTION.

1, 2, 3, 6, 8, 11 **MI2.** **PARAPHRASED MAIN IDEA** - THE STUDENT CAN IDENTIFY OR GENERATE A PARAPHRASED STATEMENT OF THE MAIN IDEA WHEN THE MAIN IDEA IS EXPLICITLY STATED IN A READING SELECTION.

1, 2, 3, 6, 8, 11 **MI3.** **INFERRED MAIN IDEA** - THE STUDENT CAN IDENTIFY OR GENERATE AN INFERRED STATEMENT OF THE MAIN IDEA WHEN THE MAIN IDEA IS NOT EXPLICITLY STATED IN A READING SELECTION.

**REFERENCE USAGE (RE) THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.**

1, 2, 3, 6, 8, 11 **RE1.** **SELECTING A REFERENCE SOURCE** - THE STUDENT CAN SELECT THE APPROPRIATE REFERENCE SOURCE FOR REQUESTED INFORMATION.

1, 2, 3, 6, 8, 11 **RE2.** **USING A REFERENCE SOURCE** - THE STUDENT CAN USE A REFERENCE SOURCE TO FIND REQUESTED INFORMATION.

**INFERENCE (IN) THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.**

1, 2, 3, 6, 8, 11 **IN1.** **MAKING COMPARISONS** - THE STUDENT CAN MAKE COMPARISONS BASED ON A READING SELECTION.

1, 2, 3, 6, 8, 11 **IN2.** **DETERMINING CAUSE AND EFFECT** - THE STUDENT CAN DEDUCE CAUSES AND EFFECTS BASED ON A READING SELECTION.

1, 2, 3, 6, 8, 11 **IN3.** **DRAWING CONCLUSIONS** - THE STUDENT CAN DRAW CONCLUSIONS BASED ON A READING SELECTION.

1, 2, 3, 6, 8, 11 **IN4.** **PREDICTING OUTCOMES** - THE STUDENT CAN PREDICT OUTCOMES BASED ON A READING SELECTION.

**ANALYSIS OF LITERATURE (AL) THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.**

1, 2, 3, 6, 8, 11 **AL1.** **NATURE OF INFORMATION** - THE STUDENT CAN DETERMINE THE NATURE OF THE INFORMATION PRESENTED IN A READING SELECTION.

1, 2, 3, 6, 8, 11 **AL2.** **STRUCTURAL ELEMENTS** - THE STUDENT CAN DETERMINE THE STRUCTURAL ELEMENTS UTILIZED IN A READING SELECTION.

1, 2, 3, 6, 8, 11 **AL3.** **RHETORICAL DEVICES** - THE STUDENT CAN DETERMINE THE RHETORICAL DEVICES UTILIZED IN A READING SELECTION.

8, 11 **AL4.** **CRITICAL ANALYSIS** - THE STUDENT CAN DETERMINE RELATIONSHIPS BETWEEN STRUCTURAL ELEMENTS IN A READING SELECTION.

BSAP ITEM RESPONSE SUMMARY
GRADE 01 READING

DATE: MAY 85

DECODING AND WORD MEANING (DW):
THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

| | | STATE % RIGHT |
|---|---|---|
| 1-DW1 | IDENTIFY PICTURE WHICH REPRESENTS GR 1 SIGHT WORD | 93.1 |
| 2-DW1 | IDENTIFY PICTURE WHICH REPRESENTS GR 1 SIGHT WORD | 92.8 |
| 3-DW1 | IDENTIFY PICTURE WHICH REPRESENTS GR 1 SIGHT WORD | 94.9 |
| 4-DW2 | IDENTIFY NONSENSE WORD BY RECOGNIZING ENDING CONSONANT | 90.6 |
| 5-DW2 | IDENTIFY NONSENSE WORD BY RECOGNIZING CONSONANT DIGRAPH | 94.9 |
| 6-DW2 | IDENTIFY NONSENSE WORD BY RECOGNIZING COMMON WORD ENDING | 92.5 |

DETAILS (DE):
THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

| | | STATE % RIGHT |
|---|---|---|
| 1-DE | COMPREHEND DETAIL FROM SELECTION - WHERE | 71.7 |
| 2-DE | COMPREHEND DETAIL FROM SELECTION - WHEN | 62.9 |
| 3-DE | COMPREHEND DETAIL FROM SELECTION - WHO | 74.4 |
| 4-DE | COMPREHEND DETAIL FROM SELECTION - WHAT | 75.9 |
| 5-DE | COMPREHEND DETAIL FROM SELECTION - WHAT | 79.7 |
| 6-DE | COMPREHEND DETAIL FROM SELECTION - WHEN | 69.1 |

MAIN IDEA (MI):
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

| | | STATE % RIGHT |
|---|---|---|
| 1-MI1 | DETERMINE MAIN IDEA RESTATED FROM SELECTION | 78.5 |
| 2-MI1 | DETERMINE MAIN IDEA RESTATED FROM SELECTION | 79.4 |
| 3-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 86.0 |
| 4-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 84.3 |
| 5-MI3 | DETERMINE MAIN IDEA INFERRED FROM SELECTION | 85.2 |
| 6-MI3 | DETERMINE MAIN IDEA INFERRED FROM SELECTION | 86.0 |

* "+" INDICATES AVERAGE SCHOOL PERFORMANCE IS ABOVE THE DISTRICT/STATE
* "-" INDICATES AVERAGE SCHOOL PERFORMANCE IS BELOW THE DISTRICT/STATE

BSAP ITEM RESPONSE SUMMARY
GRADE 01 READING

DATE: MAY 85

REFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

| | | STATE % RIGHT |
|---|---|---|
| 1-RE1 | SELECT REFERENCE SOURCE - CALENDAR | 94.5 |
| 2-RE2 | USE A REFERENCE SOURCE - TABLE OF CONTENTS | 84.8 |
| 3-RE2 | USE A REFERENCE SOURCE - TABLE OF CONTENTS | 86.6 |
| 4-RE2 | USE A REFERENCE SOURCE - TABLE OF CONTENTS | 88.9 |
| 5-RE2 | USE A REFERENCE SOURCE - PICTURE DICTIONARY | 85.8 |
| 6-RE2 | USE A REFERENCE SOURCE - PICTURE DICTIONARY | 81.4 |

INFERENCE (IN):
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

| | | STATE % RIGHT |
|---|---|---|
| 1-IN1 | MAKE COMPARISON BASED ON INFORMATION IN SELECTION | 79.5 |
| 2-IN1 | MAKE COMPARISON BASED ON INFORMATION IN SELECTION | 76.8 |
| 3-IN2 | DETERMINE CAUSE FOR EVENT DESCRIBED IN SELECTION | 76.6 |
| 4-IN2 | DETERMINE CAUSE FOR EVENT DESCRIBED IN SELECTION | 79.9 |
| 5-IN3 | DETERMINE CONCLUSION BASED ON INFORMATION IN SELECTION | 73.5 |
| 6-IN4 | PREDICT OUTCOME BASED ON INFORMATION IN SELECTION | 78.3 |

ANALYSIS OF LITERATURE (AL)
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

| | | STATE % RIGHT |
|---|---|---|
| 1-AL1 | DETERMINE THAT NATURE OF INFORMATION IN SENTENCE IS MAKE-BELIEVE | 69.2 |
| 2-AL1 | DETERMINE THAT NATURE OF INFORMATION IN SENTENCE IS MAKE-BELIEVE | 70.2 |
| 3-AL2 | ANALYZE SELECTION TO IDENTIFY STRUCTURAL ELEMENT - PLOT | 74.6 |
| 4-AL2 | ANALYZE SELECTION TO IDENTIFY STRUCTURAL ELEMENT - CHARACTER | 67.0 |
| 5-AL3 | ANALYZE SELECTION TO IDENTIFY RHETORICAL DEVICE - RHYME | 73.8 |
| 6-AL3 | ANALYZE SELECTION TO IDENTIFY RHETORICAL DEVICE - RHYME | 65.3 |

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* "-" INDICATES AVERAGE SCHOOL PERFORMANCE IS BELOW THE DISTRICT/STATE

## BSAP ITEM RESPONSE SUMMARY
GRADE 02 READING

DATE: MAY 85

**DECODING AND WORD MEANING (DW):**
**THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.**

| | | STATE % RIGHT |
|---|---|---|
| 1-DW1 | IDENTIFY DEFINITION OF GR 2 SIGHT WORD | 97.3 |
| 2-DW1 | IDENTIFY DEFINITION OF GR 2 SIGHT WORD | 98.0 |
| 3-DW2 | IDENTIFY NONSENSE WORD BY RECOGNIZING CONSONANT BLEND | 88.6 |
| 4-DW2 | IDENTIFY NONSENSE WORD BY RECOGNIZING CONSONANT DIGRAPH | 96.6 |
| 5-DW3 | IDENTIFY DEFINITION OF UNKNOWN WORD USING SITUATION AS CONTEXT CLUE | 74.3 |
| 6-DW3 | IDENTIFY DEFINITION OF UNKNOWN WORD USING SITUATION AS CONTEXT CLUE | 79.3 |

**DETAILS (DE):**
**THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.**

| | | STATE % RIGHT |
|---|---|---|
| 1-DE | COMPREHEND DETAIL FROM SELECTION - WHERE | 83.4 |
| 2-DE | COMPREHEND DETAIL FROM SELECTION - WHO | 87.8 |
| 3-DE | COMPREHEND DETAIL FROM SELECTION - WHERE | 84.7 |
| 4-DE | COMPREHEND DETAIL FROM SELECTION - WHAT | 81.4 |
| 5-DE | COMPREHEND DETAIL FROM SELECTION - WHO | 85.8 |
| 6-DE | COMPREHEND DETAIL FROM SELECTION - WHERE | 90.0 |

**MAIN IDEA (MI):**
**THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.**

| | | STATE % RIGHT |
|---|---|---|
| 1-MI1 | DETERMINE MAIN IDEA RESTATED FROM SELECTION | 82.4 |
| 2-MI1 | DETERMINE MAIN IDEA RESTATED FROM SELECTION | 80.3 |
| 3-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 72.3 |
| 4-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 73.2 |
| 5-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 71.6 |
| 6-MI3 | DETERMINE MAIN IDEA INFERRED FROM SELECTION | 71.2 |

* "+" INDICATES AVERAGE SCHOOL PERFORMANCE IS ABOVE THE DISTRICT/STATE
* "-" INDICATES AVERAGE SCHOOL PERFORMANCE IS BELOW THE DISTRICT/STATE

BSAP ITEM RESPONSE SUMMARY
GRADE 02 READING

DATE: MAY 85

REFERENCE USAGE (RE):
**THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.**

| | | STATE % RIGHT |
|---|---|---|
| 1-RE1 | SELECT REFERENCE SOURCE - MAP | 90.5 |
| 2-RE1 | SELECT REFERENCE SOURCE - MAP | 88.9 |
| 3-RE1 | SELECT REFERENCE SOURCE - PICTURE DICTIONARY | 81.7 |
| 4-RE1 | SELECT REFERENCE SOURCE - MAP | 90.3 |
| 5-RE2 | USE A REFERENCE SOURCE - TABLE OF CONTENTS | 83.5 |
| 6-RE2 | USE A REFERENCE SOURCE - DICTIONARY | 88.6 |

INFERENCE (IN):
**THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.**

| | | |
|---|---|---|
| 1-IN1 | MAKE COMPARISON BASED ON INFORMATION IN SELECTION | 85.9 |
| 2-IN1 | MAKE COMPARISON BASED ON INFORMATION IN SELECTION | 82.8 |
| 3-IN2 | DETERMINE CAUSE FOR EVENT DESCRIBED IN SELECTION | 84.3 |
| 4-IN3 | DRAW CONCLUSION BASED ON INFORMATION IN SELECTION | 81.6 |
| 5-IN3 | DRAW CONCLUSION BASED ON INFORMATION IN SELECTION | 78.8 |
| 6-IN4 | PREDICT OUTCOME BASED ON INFORMATION IN SELECTION | 79.1 |

**ANALYSIS OF LITERATURE (AL)**
**THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.**

| | | |
|---|---|---|
| 1-AL1 | DETERMINE THAT NATURE OF INFORMATION IN SENTENCE IS MAKE-BELIEVE | 82.7 |
| 2-AL1 | DETERMINE THAT NATURE OF INFORMATION IN SENTENCE IS MAKE-BELIEVE | 84.0 |
| 3-AL2 | ANALYZE READING SELECTION TO IDENTIFY STRUCTURAL ELEMENT - CHARACTER | 82.1 |
| 4-AL2 | ANALYZE READING SELECTION TO IDENTIFY STRUCTURAL ELEMENT - PLOT | 83.1 |
| 5-AL3 | ANALYZE SELECTION TO IDENTIFY RHETORICAL DEVICE - RHYME | 82.7 |
| 6-AL3 | ANALYZE SELECTION TO IDENTIFY RHETORICAL DEVICE - RHYME | 78.6 |

*** "+" INDICATES AVERAGE SCHOOL PERFORMANCE IS ABOVE THE DISTRICT/STATE**
*** "-" INDICATES AVERAGE SCHOOL PERFORMANCE IS BELOW THE DISTRICT/STATE**

BSAP ITEM RESPONSE SUMMARY
GRADE 03 READING

DATE: MAY 85

DECODING AND WORD MEANING (DW):
THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

| | | STATE % RIGHT |
|---|---|---|
| 1-DW1 | IDENTIFY NONSENSE WORD BY RECOGNIZING INITIAL BLEND | 97.1 |
| 2-DW1 | IDENTIFY NONSENSE WORD BY RECOGNIZING COMMON WORD ENDING | 90.8 |
| 3-DW2 | IDENTIFY DEFINITION FOR GR 3 SIGHT WORD | 91.4 |
| 4-DW2 | IDENTIFY DEFINITION FOR GR 3 SIGHT WORD | 75.7 |
| 5-DW3 | IDENTIFY DEFINITION OF UNKNOWN WORD USING SITUATION AS CONTEXT CLUE | 91.4 |
| 6-DW3 | IDENTIFY DEFINITION OF UNKNOWN WORD USING SITUATION AS CONTEXT CLUE | 89.1 |

DETAILS (DE):
THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

| | | STATE % RIGHT |
|---|---|---|
| 1-DE | COMPREHEND DETAIL FROM SELECTION - WHO | 88.4 |
| 2-DE | COMPREHEND DETAIL FROM SELECTION - WHAT | 93.1 |
| 3-DE | COMPREHEND DETAIL FROM SELECTION - SEQUENCE | 85.7 |
| 4-DE | COMPREHEND DETAIL FROM SELECTION - SEQUENCE | 74.7 |
| 5-DE | COMPREHEND DETAIL FROM SELECTION - SEQUENCE | 93.8 |
| 6-DE | COMPREHEND DETAIL FROM SELECTION - SEQUENCE | 92.6 |

MAIN IDEA (MI):
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

| | | STATE % RIGHT |
|---|---|---|
| 1-MI1 | DETERMINE MAIN IDEA RESTATED FROM SELECTION | 80.3 |
| 2-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 83.8 |
| 3-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 75.2 |
| 4-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 80.1 |
| 5-MI3 | DETERMINE MAIN IDEA INFERRED FROM SELECTION | 74.7 |
| 6-MI3 | DETERMINE MAIN IDEA INFERRED FROM SELECTION | 83.2 |

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BSAP ITEM RESPONSE SUMMARY
GRADE 03 READING

**REFERENCE USAGE (RE):**
**THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.**

| | | STATE % RIGHT |
|---|---|---|
| 1-RE1 | SELECT REFERENCE SOURCE - ENCYCLOPEDIA | 76.1 |
| 2-RE1 | SELECT REFERENCE SOURCE - CARD CATALOG | 82.0 |
| 3-RE2 | USE REFERENCE SOURCE - DICTIONARY | 86.7 |
| 4-RE2 | USE REFERENCE SOURCE - MAP | 85.4 |
| 5-RE2 | USE REFERENCE SOURCE - CHART | 84.6 |
| 6-RE2 | USE REFERENCE SOURCE - CARD CATALOG | 94.1 |

**INFERENCE (IN):**
**THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.**

| | | |
|---|---|---|
| 1-IN1 | MAKE COMPARISON BASED ON INFORMATION IN SELECTION | 89.5 |
| 2-IN2 | IDENTIFY CAUSE FOR EVENT DESCRIBED IN SELECTION | 82.8 |
| 3-IN2 | IDENTIFY CAUSE FOR EVENT DESCRIBED IN SELECTION | 79.8 |
| 4-IN3 | DRAW CONCLUSION BASED ON INFORMATION IN SELECTION | 86.2 |
| 5-IN3 | DRAW CONCLUSION BASED ON INFORMATION IN SELECTION | 88.8 |
| 6-IN4 | PREDICT OUTCOME BASED ON INFORMATION IN SELECTION | 80.2 |

**ANALYSIS OF LITERATURE (AL)**
**THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.**

| | | |
|---|---|---|
| 1-AL1 | DETERMINE THAT NATURE OF INFORMATION IN SENTENCE IS MAKE-BELIEVE | 95.0 |
| 2-AL1 | DETERMINE THAT NATURE OF INFORMATION IN SENTENCE IS MAKE-BELIEVE | 95.1 |
| 3-AL2 | ANALYZE SELECTION TO IDENTIFY STRUCTURAL ELEMENT - PLOT | 87.1 |
| 4-AL2 | ANALYZE SELECTION TO IDENTIFY STRUCTURAL ELEMENT - CHARACTER | 91.9 |
| 5-AL3 | ANALYZE SELECTION TO IDENTIFY RHETORICAL DEVICE - SIMILE | 50.7 |
| 6-AL3 | ANALYZE SELECTION TO IDENTIFY RHETORICAL DEVICE - SIMILE | 58.1 |

* "+" INDICATES AVERAGE SCHOOL PERFORMANCE IS ABOVE THE DISTRICT/STATE
* "-" INDICATES AVERAGE SCHOOL PERFORMANCE IS BELOW THE DISTRICT/STATE

BSAP ITEM RESPONSE SUMMARY DATE: MAY 85
GRADE 06 READING

**DECODING AND WORD MEANING (DW):**
**THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.**

| | | STATE % RIGHT |
|---|---|---|
| 1-DW1 | IDENTIFY DEFINITION FOR GR 6 SIGHT WORD | 84.0 |
| 2-DW3 | IDENTIFY DEFINITION OF UNKNOWN WORD USING SITUATION AS CONTEXT CLUE | 90.1 |
| 3-DW3 | IDENTIFY DEFINITION OF UNKNOWN WORD USING SITUATION AS CONTEXT CLUE | 97.1 |
| 4-DW3 | IDENTIFY DEFINITION OF UNKNOWN WORD USING SITUATION AS CONTEXT CLUE | 67.2 |
| 5-DW4 | IDENTIFY DEFINITION BY APPLYING STRUCTURAL RULE - PREFIX | 93.4 |
| 6-DW4 | IDENTIFY DEFINITION BY APPLYING STRUCTURAL RULE - SUFFIX | 72.6 |

**DETAILS (DE):**
**THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.**

| | | STATE % RIGHT |
|---|---|---|
| 1-DE | COMPREHEND DETAIL FROM SELECTION - WHAT | 83.9 |
| 2-DE | COMPREHEND DETAIL FROM SELECTION - WHERE | 87.8 |
| 3-DE | COMPREHEND DETAIL FROM SELECTION - WHAT | 79.2 |
| 4-DE | COMPREHEND DETAIL FROM SELECTION - WHERE | 82.9 |
| 5-DE | COMPREHEND DETAIL FROM SELECTION - SEQUENCE | 78.4 |
| 6-DE | COMPREHEND DETAIL FROM SELECTION - SEQUENCE | 73.0 |

**MAIN IDEA (MI):**
**THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.**

| | | STATE % RIGHT |
|---|---|---|
| 1-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 53.7 |
| 2-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 63.1 |
| 3-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 65.6 |
| 4-MI3 | DETERMINE MAIN IDEA INFERRED FROM SELECTION | 64.8 |
| 5-MI3 | DETERMINE MAIN IDEA INFERRED FROM SELECTION | 58.7 |
| 6-MI3 | DETERMINE MAIN IDEA INFERRED FROM SELECTION | 60.9 |

* "+" INDICATES AVERAGE SCHOOL PERFORMANCE IS ABOVE THE DISTRICT/STATE
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## BSAP ITEM RESPONSE SUMMARY
GRADE 06 READING

DATE: MAY 85

**REFERENCE USAGE (RE):**
**THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.**

| | | STATE % RIGHT |
|---|---|---|
| 1-RE1 | SELECT REFERENCE SOURCE - CARD CATALOG | 82.8 |
| 2-RE1 | SELECT REFERENCE SOURCE - ENCYCLOPEDIA | 86.9 |
| 3-RE2 | USE REFERENCE SOURCE - TABLE OF CONTENTS | 87.2 |
| 4-RE2 | USE REFERENCE SOURCE - CHART | 92.0 |
| 5-RE2 | USE REFERENCE SOURCE - CARD CATALOG | 88.0 |
| 6-RE2 | USE REFERENCE SOURCE - INDEX | 85.7 |

**INFERENCE (IN):**
**THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.**

| | | STATE % RIGHT |
|---|---|---|
| 1-IN1 | MAKE COMPARISON BASED ON INFORMATION IN SELECTION | 69.1 |
| 2-IN2 | IDENTIFY CAUSE FOR EVENT DESCRIBED IN SELECTION | 64.5 |
| 3-IN2 | IDENTIFY CAUSE FOR EVENT DESCRIBED IN SELECTION | 76.3 |
| 4-IN3 | DRAW CONCLUSION BASED ON INFORMATION IN SELECTION | 60.4 |
| 5-IN3 | DRAW CONCLUSION BASED ON INFORMATION IN SELECTION | 56.7 |
| 6-IN4 | PREDICT OUTCOME BASED ON INFORMATION IN SELECTION | 67.2 |

**ANALYSIS OF LITERATURE (AL)**
**THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.**

| | | STATE % RIGHT |
|---|---|---|
| 1-AL1 | DETERMINE THAT NATURE OF INFORMATION IN SENTENCE IS FACT OR OPINION | 60.8 |
| 2-AL1 | DETERMINE THAT NATURE OF INFORMATION IN SENTENCE IS FACT OR OPINION | 63.7 |
| 3-AL2 | ANALYZE SELECTION TO IDENTIFY STRUCTURAL ELEMENT - PLOT | 51.4 |
| 4-AL2 | ANALYZE SELECTION TO IDENTIFY STRUCTURAL ELEMENT - CHARACTER | 57.7 |
| 5-AL3 | ANALYZE READING SELECTION TO IDENTIFY RHETORICAL DEVICE - ONOMATOPOEIA | 48.2 |
| 6-AL3 | ANALYZE READING SELECTION TO IDENTIFY RHETORICAL DEVICE - SIMILE | 56.8 |

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BSAP ITEM RESPONSE SUMMARY
GRADE 08 READING

DATE: MAY 85

**DECODING AND WORD MEANING (DW):**
**THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.**

| | | STATE % RIGHT |
|---|---|---|
| 1-DW1 | IDENTIFY DEFINITION FOR GR 8 SIGHT WORD | 66.1 |
| 2-DW1 | IDENTIFY DEFINITION FOR GR 8 SIGHT WORD | 68.7 |
| 3-DW3 | IDENTIFY DEFINITION OF UNKNOWN WORD USING SITUATION AS CONTEXT CLUE | 91.0 |
| 4-DW3 | IDENTIFY DEFINITION OF UNKNOWN WORD USING SITUATION AS CONTEXT CLUE | 93.4 |
| 5-DW4 | IDENTIFY DEFINITION BY APPLYING STRUCTURAL RULE - PREFIX | 82.5 |
| 6-DW4 | IDENTIFY DEFINITION BY APPLYING STRUCTURAL RULE - PREFIX | 75.8 |

**DETAILS (DE):**
**THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.**

| | | STATE % RIGHT |
|---|---|---|
| 1-DE | COMPREHEND DETAIL FROM SELECTION - WHAT | 76.5 |
| 2-DE | COMPREHEND DETAIL FROM SELECTION - WHAT | 64.9 |
| 3-DE | COMPREHEND DETAIL FROM SELECTION - HOW | 82.0 |
| 4-DE | COMPREHEND DETAIL FROM SELECTION - WHAT | 77.6 |
| 5-DE | COMPREHEND DETAIL FROM SELECTION - WHAT | 85.3 |
| 6-DE | COMPREHEND DETAIL FROM SELECTION - SEQUENCE | 85.7 |

**MAIN IDEA (MI):**
**THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.**

| | | STATE % RIGHT |
|---|---|---|
| 1-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 73.9 |
| 2-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 79.3 |
| 3-MI2 | DETERMINE MAIN IDEA PARAPHRASED FROM SELECTION | 63.8 |
| 4-MI3 | DETERMINE MAIN IDEA INFERRED FROM SELECTION | 74.6 |
| 5-MI3 | DETERMINE MAIN IDEA INFERRED FROM SELECTION | 70.5 |
| 6-MI3 | DETERMINE MAIN IDEA INFERRED FROM SELECTION | 62.4 |

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BSAP ITEM RESPONSE SUMMARY
GRADE 08 READING

DATE: MAY 85

| | | STATE<br>% RIGHT |
|---|---|---|
| REFERENCE USAGE (RE):<br>THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES. | | |
| 1-RE1 | SELECT REFERENCE SOURCE - BOOK INDEX | 86.1 |
| 2-RE1 | SELECT REFERENCE SOURCE - CLASSIFIED AD | 82.8 |
| 3-RE2 | USE REFERENCE SOURCE - NEWSPAPER INDEX | 71.8 |
| 4-RE2 | USE REFERENCE SOURCE - TELEPHONE DIRECTORY | 81.5 |
| 5-RE2 | USE REFERENCE SOURCE - NEWSPAPER CLASSIFIED AD | 87.5 |
| 6-RE2 | USE REFERENCE SOURCE - BIBLIOGRAPHY | 84.2 |
| INFERENCE (IN):<br>THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION. | | |
| 1-IN1 | MAKE COMPARISON BASED ON INFORMATION IN SELECTION | 74.8 |
| 2-IN1 | MAKE COMPARISON BASED ON INFORMATION IN SELECTION | 69.2 |
| 3-IN2 | IDENTIFY CAUSE FOR EVENT DESCRIBED IN SELECTION | 69.6 |
| 4-IN2 | IDENTIFY CAUSE FOR EVENT DESCRIBED IN SELECTION | 68.0 |
| 5-IN3 | DRAW CONCLUSION BASED ON INFORMATION IN SELECTION | 64.8 |
| 6-IN4 | PREDICT OUTCOME BASED ON INFORMATION IN SELECTION | 68.4 |
| ANALYSIS OF LITERATURE (AL)<br>THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION. | | |
| 1-AL1 | DETERMINE THAT NATURE OF INFORMATION IN SENTENCE IS FACT OR OPINION | 63.5 |
| 2-AL1 | DETERMINE THAT NATURE OF INFORMATION IN SENTENCE IS FACT OR OPINION | 80.6 |
| 3-AL2 | ANALYZE SELECTION TO IDENTIFY STRUCTURAL ELEMENT - NARRATOR | 77.3 |
| 4-AL3 | ANALYZE SELECTION TO IDENTIFY RHETORICAL DEVICE - METAPHOR | 67.6 |
| 5-AL4 | CRITICALLY ANALYZE SELECTION TO DETERMINE MOOD | 59.5 |
| 6-AL4 | CRITICALLY ANALYZE SELECTION TO DETERMINE CHARACTER | 61.9 |

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# BSAP ITEM RESPONSE SUMMARY
## MATHEMATICS

THE ITEM RESPONSE SUMMARY PROVIDES DESCRIPTIVE INFORMATION ABOUT GROUP AND STATEWIDE PERFORMANCE ON THE SPECIFIC ITEM USED TO ASSESS A SUBSKILL. AS YOU REVIEW THE INDIVIDUAL ITEM DESCRIPTIONS, YOU WILL NOTE THAT THERE IS A POSSIBILITY THAT OTHER DISTINCT ITEM TYPES MAY BE ELIGIBLE TO ASSESS THE SAME SUBSKILL. CONSEQUENTLY, INTERPRETATION OF DATA SHOULD RELATE TO THE SPECIFIC NATURE OF THE ITEM TESTED AND NOT EXTEND TO THE SUBSKILL ASSESSED. FOR A COMPLETE LISTING OF ALL ELIGIBLE ITEM TYPES FOR A GIVEN SUBSKILL, REFER TO THE SKILL DIFFICULTY CHARTS IN THE TEACHING AND TESTING OUR BASIC SKILLS OBJECTIVES MANUALS(T&T).

THE PERCENT OF STUDENTS RESPONDING CORRECTLY TO EACH ITEM IS PROVIDED AT THE SCHOOL, DISTRICT, AND STATE LEVELS. BY COMPARING GROUP TO STATEWIDE PERFORMANCE, SPECIFIC AREAS OF RELATIVE STRENGTHS AND WEAKNESSES ON OBJECTIVES CAN BE DETERMINED.

SINCE THE BSAP WAS DESIGNED TO SAMPLE BEHAVIORS FOR EACH OBJECTIVE, THE REPORT DOES NOT PROVIDE COMPREHENSIVE DIAGNOSTIC INFORMATION. THE DISTRICT'S METHODS OF PROVIDING CONTINUOUS ASSESSMENT FOR EACH INDIVIDUAL STUDENT SHOULD BE UTILIZED TO GATHER THIS TYPE OF DIAGNOSTIC INFORMATION.

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BELOW IS A LIST OF THE SUBSKILLS TESTED AND THE SUBSKILL CODES USED ON THIS REPORT.

### CONCEPTS (CN) THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

TESTED AT GRADES:

| | | |
|---|---|---|
| 1, 2, 3 | CN1. | **COUNTING** - THE STUDENT CAN COUNT. |
| 1, 2, 3, 6, 8, 11 | CN2. | **IDENTIFYING EQUIVALENCIES** - THE STUDENT CAN IDENTIFY EQUIVALENT WAYS OF EXPRESSING THE SAME NUMERICAL QUANTITY. |
| 1, 2, 3, 6, 8, 11 | CN3. | **ESTABLISHING RELATIONSHIPS** - THE STUDENT CAN ESTABLISH RELATIONSHIPS BETWEEN NUMERICAL EQUALITIES. |
| 1, 2, 3, 6, 8, 11 | CN4. | **DETERMINING PLACE VALUE** - THE STUDENT CAN DETERMINE THE PLACE VALUE OF NUMERICAL QUANTITIES. |
| 2, 3, 6, 8, 11 | CN5. | **INTERPRETING TABLES AND GRAPHS** - THE STUDENT CAN EXTRACT AND INTERPRET INFORMATION FROM TABLES AND GRAPHS. |
| 11 | CN6. | **RECOGNIZING SQUARE ROOTS** - THE STUDENT CAN RECOGNIZE COMMON SQUARE ROOTS. |
| 11 | CN7. | **USING FORMULAS** - THE STUDENT CAN APPLY FORMULAS. |

### OPERATIONS (OP) THE STUDENT CAN COMPUTE ACCURATELY.

| | | |
|---|---|---|
| 1, 2, 3, 6, 8, 11 | OP1. | **ADDITION** - THE STUDENT CAN ADD ACCURATELY. |
| 1, 2, 3, 6, 8, 11 | OP2. | **SUBTRACTION** - THE STUDENT CAN SUBTRACT ACCURATELY. |
| 3, 6, 8, 11 | OP3. | **MULTIPLICATION** - THE STUDENT CAN MULTIPLY ACCURATELY. |
| 3, 6, 8, 11 | OP4. | **DIVISION** - THE STUDENT CAN DIVIDE ACCURATELY. |

### MEASUREMENT (ME) THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

| | | |
|---|---|---|
| 1, 2, 3, 6, 8, 11 | ME1. | **IDENTIFYING UNITS OF MEASUREMENTS** - THE STUDENT CAN DETERMINE THE APPROPRIATE TYPE OF MEASUREMENT AND SELECT THE APPROPRIATE UNITS OF MEASUREMENT WITHIN A GIVEN MEASUREMENT SYSTEM. |
| 3, 6, 8, 11 | ME2. | **ESTIMATION** - THE STUDENT CAN ESTIMATE MEASURABLE QUANTITIES WITHIN A GIVEN MEASUREMENT SYSTEM. |
| 1, 2, 3 8, 11 | ME3. | **USING MEASURING DEVICES** - THE STUDENT CAN READ AND INTERPRET INFORMATION BY USING A MEASURING DEVICE WITHIN A GIVEN MEASUREMENT SYSTEM. |
| 3, 6, 8, 11 | ME4. | **CONVERSIONS AND OPERATIONS** - THE STUDENT CAN MAKE NECESSARY CONVERSIONS USING UNITS OF MEASUREMENT WITHIN A GIVEN MEASUREMENT SYSTEM AND CAN PERFORM CALCULATIONS WHICH MAY INVOLVE CONVERSIONS. |
| 6, 8, 11 | ME5. | **SCALE DRAWINGS** - THE STUDENT CAN READ, INTERPRET, AND CONSTRUCT SCALE DRAWINGS WITHIN A GIVEN MEASUREMENT SYSTEM. |

### GEOMETRY (GE) THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

| | | |
|---|---|---|
| 1, 2, 3, 6, 8 | GE1. | **IDENTIFICATION** - THE STUDENT CAN IDENTIFY GEOMETRIC REPRESENTATIONS THROUGH THE USE OF THEIR PROPERTIES. |
| 1, 2, 3 8, 11 | GE2. | **COMPARISON** - THE STUDENT CAN COMPARE GEOMETRIC REPRESENTATIONS THROUGH THE USE OF THEIR PROPERTIES. |
| 6, 8, 11 | GE3. | **APPLICATION** - THE STUDENT CAN APPLY GEOMETRIC CONCEPTS TO DETERMINE THE PERIMETER, AREA, OR VOLUME OF GEOMETRIC REPRESENTATIONS. |

### PROBLEM SOLVING (PS) THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1, 2, 3, 6, 8, 11

## BSAP ITEM RESPONSE SUMMARY
## GRADE 01 MATHEMATICS

DATE: MAY 85

| | | STATE % RIGHT |
|---|---|---|
| **CONCEPTS (CN):<br>THE STUDENT CAN APPLY NUMERICAL CONCEPTS** | | |
| 1-CN1 | COUNT NUMBER OF OBJECTS PICTURED | 98.0 |
| 2-CN2 | IDENTIFY 1-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME | 95.2 |
| 3-CN3 | DETERMINE TWO EQUIVALENT SETS BY MATCHING OBJECTS | 95.7 |
| 4-CN3 | DETERMINE TWO EQUIVALENT SETS BY MATCHING OBJECTS | 96.7 |
| 5-CN4 | USE PLACE VALUE TO MATCH 2-DIGIT NO. TO EXPANDED FORM | 93.9 |
| 6-CN4 | USE PLACE VALUE TO IDENTIFY DIGIT IN 10'S PLACE | 50.3 |
| **OPERATIONS (OP):<br>THE STUDENT CAN COMPUTE ACCURATELY** | | |
| 1-OP1 | ADD (HORIZ.): 1-DIGIT + 1-DIGIT + 1-DIGIT, WHOLE NUMBERS | 83.8 |
| 2-OP1 | ADD (VERT.): 2-DIGIT + 2-DIGIT, WHOLE NUMBERS, NO REGROUPING | 90.6 |
| 3-OP1 | ADD (VERT.): 1-DIGIT + 1-DIGIT + 1-DIGIT, WHOLE NUMBERS | 87.2 |
| 4-OP2 | SUBTRACT (VERT.): 2-DIGIT - 1-DIGIT, WHOLE NUMBERS, NO REGROUPING | 84.7 |
| 5-OP2 | SUBTRACT (VERT.): 2-DIGIT - 2-DIGIT, WHOLE NUMBERS, NO REGROUPING | 81.6 |
| 6-OP2 | SUBTRACT (VERT.): 2-DIGIT - 2-DIGIT, WHOLE NUMBERS, NO REGROUPING | 85.1 |
| **MEASUREMENT (ME):<br>THE STUDENT CAN APPLY MEASUREMENT CONCEPTS** | | |
| 1-ME1 | IDENTIFY PICTURE OF COIN GIVEN ITS VALUE | 89.4 |
| 2-ME1 | RECOGNIZE DAY OF WEEK WHICH PRECEDES A GIVEN DAY | 87.5 |
| 3-ME1 | RECOGNIZE PICTURE WHICH DEPICTS A GIVEN SEASON | 93.8 |
| 4-ME1 | RECOGNIZE MONTH WHICH FOLLOWS A GIVEN MONTH | 83.9 |
| 5-ME1 | RECOGNIZE INSTRUMENT WHICH MEASURES TEMPERATURE | 96.8 |
| 6-ME3 | READ CLOCK TO DETERMINE TIME TO THE HOUR | 98.5 |

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BSAP ITEM RESPONSE SUMMARY
GRADE 01 MATHEMATICS

DATE: MAY 85

**GEOMETRY (GE):**
**THE STUDENT CAN APPLY GEOMETRIC CONCEPTS**

| | | STATE<br>% RIGHT |
|---|---|---|
| 1-GE1 | RECOGNIZE A CIRCLE | 91.2 |
| 2-GE1 | RECOGNIZE A TRIANGLE | 91.9 |
| 3-GE1 | RECOGNIZE A CLOSED CURVE | 99.2 |
| 4-GE2 | COMPARE SIZES OF OBJECTS TO FIND SMALLEST | 98.3 |
| 5-GE2 | COMPARE SIZES OF OBJECTS TO FIND LARGEST | 91.9 |
| 6-GE2 | COMPARE SIZES OF OBJECTS TO FIND LARGEST | 91.6 |

**PROBLEM SOLVING (PS):**
**THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS**

| | | STATE<br>% RIGHT |
|---|---|---|
| 1-PS | SOLVE A PROBLEM: ADDITION, SUM < 10 | 92.7 |
| 2-PS | SOLVE A PROBLEM: ADDITION, SUM < 10 | 91.3 |
| 3-PS | SOLVE A PROBLEM: ADDITION (MONEY), SUM < 10 | 90.2 |
| 4-PS | SOLVE A PROBLEM: SUBTRACTION, MINUEND < 10 | 94.1 |
| 5-PS | SOLVE A PROBLEM: SUBTRACTION, MINUEND < 10 | 93.4 |
| 6-PS | SOLVE A PROBLEM: SUBTRACTION (MONEY), MINUEND < 10 | 90.7 |

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## BSAP ITEM RESPONSE SUMMARY
## GRADE 02 MATHEMATICS

DATE: MAY 85

CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS

| | | STATE % RIGHT |
|---|---|---|
| 1-CN1 | COUNT FORWARD BY 5'S | 80.0 |
| 2-CN2 | IDENTIFY PICTURE EQUIVALENT TO GIVEN FRACTION | 98.3 |
| 3-CN2 | IDENTIFY NUMBER EQUIVALENT TO GIVEN WORD NAME > 100 | 94.8 |
| 4-CN4 | USE PLACE VALUE TO MATCH 3-DIGIT NO. TO EXPANDED FORM | 96.6 |
| 5-CN4 | USE PLACE VALUE TO IDENTIFY DIGIT IN 1'S PLACE | 90.8 |
| 6-CN5 | INTERPRET INFORMATION IN A PICTURE GRAPH | 94.9 |

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY

| | | STATE % RIGHT |
|---|---|---|
| 1-OP1 | ADD (VERT.): 2-DIGIT + 1-DIGIT, WHOLE NUMBERS, WITH REGROUPING | 86.9 |
| 2-OP1 | ADD (HORIZ.): 1-DIGIT + 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING | 82.6 |
| 3-OP1 | ADD (VERT.): 1-DIGIT + 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING | 87.1 |
| 4-OP2 | SUBTRACT (VERT.): 2-DIGIT - 1-DIGIT, WHOLE NUMBERS, WITH REGROUPING | 63.0 |
| 5-OP2 | SUBTRACT (HORIZ.): 3-DIGIT - 3-DIGIT WHOLE NUMBERS, NO REGROUPING | 86.8 |
| 6-OP2 | SUBTRACT (VERT.): 3-DIGIT - 3-DIGIT, WHOLE NUMBERS, NO REGROUPING | 94.1 |

MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS

| | | STATE % RIGHT |
|---|---|---|
| 1-ME1 | SELECT APPROPRIATE UNIT TO MEASURE HEIGHT, CUSTOMARY | 84.6 |
| 2-ME1 | SELECT APPROPRIATE UNIT TO MEASURE CAPACITY, CUSTOMARY | 89.2 |
| 3-ME3 | READ CLOCK TO DETERMINE TIME TO HALF-HOUR | 96.4 |
| 4-ME3 | READ PICTURED RULER TO DETERMINE LENGTH OF OBJECT, METRIC | 99.0 |
| 5-ME3 | READ PICTURED THERMOMETER TO DETERMINE TEMPERATURE, METRIC | 99.1 |
| 6-ME3 | READ PICTURED SCALE TO DETERMINE WEIGHT, METRIC | 80.1 |

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BSAP ITEM RESPONSE SUMMARY
GRADE 02 MATHEMATICS

DATE: MAY 85

**GEOMETRY (GE):**
**THE STUDENT CAN APPLY GEOMETRIC CONCEPTS**

| | | STATE<br>% RIGHT |
|---|---|---|
| 1-GE1 | RECOGNIZE A RECTANGLE | 93.1 |
| 2-GE1 | RECOGNIZE A SQUARE | 89.4 |
| 3-GE1 | RECOGNIZE AN OPEN CURVE | 96.6 |
| 4-GE2 | RECOGNIZE SIMILAR SHAPES | 97.2 |
| 5-GE2 | RECOGNIZE CONGRUENT SHAPES | 98.1 |
| 6-GE2 | RECOGNIZE CONGRUENT SHAPES | 93.2 |

**PROBLEM SOLVING (PS):**
**THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS**

| | | STATE<br>% RIGHT |
|---|---|---|
| 1-PS | SOLVE A PROBLEM: ADDITION, NO REGROUPING | 96.9 |
| 2-PS | SOLVE A PROBLEM: ADDITION (MONEY), NO REGROUPING | 95.0 |
| 3-PS | SOLVE A PROBLEM: ADDITION, NO REGROUPING | 94.5 |
| 4-PS | SOLVE A PROBLEM: SUBTRACTION, NO REGROUPING | 87.9 |
| 5-PS | SOLVE A PROBLEM: SUBTRACTION (MONEY), NO REGROUPING | 93.2 |
| 6-PS | SOLVE A PROBLEM: SUBTRACTION (MONEY), NO REGROUPING | 92.4 |

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## BSAP ITEM RESPONSE SUMMARY
## GRADE 03 MATHEMATICS

DATE: MAY 85

CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS

| | | STATE % RIGHT |
|---|---|---|
| 1-CN1 | COUNT BACKWARDS BY 2'S | 91.9 |
| 2-CN2 | IDENTIFY 3-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME | 77.9 |
| 3-CN2 | IDENTIFY FRACTION EQUIVALENT TO GIVEN PICTURE | 91.8 |
| 4-CN4 | USE PLACE VALUE TO IDENTIFY THE DIGIT IN 10'S PLACE | 74.8 |
| 5-CN4 | USE PLACE VALUE TO MATCH A 3-DIGIT NO. TO EXPANDED FORM | 82.2 |
| 6-CN5 | INTERPRET INFORMATION IN A TABLE | 88.4 |

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY

| | | |
|---|---|---|
| 1-OP1 | ADD (VERT.): 3-DIGIT + 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING | 86.6 |
| 2-OP2 | SUBTRACT (VERT.): 2-DIGIT - 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING | 78.0 |
| 3-OP2 | SUBTRACT (VERT.): 3-DIGIT - 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING | 82.0 |
| 4-OP3 | MULTIPLY (VERT.): 1-DIGIT X 1-DIGIT, WHOLE NUMBERS | 82.8 |
| 5-OP3 | MULTIPLY (VERT.): 1-DIGIT X 2-DIGIT, WHOLE NUMBERS, NO REGROUPING | 79.8 |
| 6-OP4 | DIVIDE: 2-DIGIT BY 1-DIGIT NUMBERS, NO REMAINDER | 64.0 |

MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS

| | | |
|---|---|---|
| 1-ME1 | SELECT APPROPRIATE UNIT TO MEASURE LENGTH, CUSTOMARY | 95.1 |
| 2-ME2 | ESTIMATE WIDTH OF OBJECT, METRIC | 91.1 |
| 3-ME3 | READ CLOCK TO DETERMINE TIME TO QUARTER-HOUR | 96.6 |
| 4-ME3 | READ MEASURING CUP SCALE TO DETERMINE AMT. OF LIQUID, CUSTOMARY | 83.2 |
| 5-ME4 | IDENTIFY EQUIVALENT MONEY VALUES | 72.0 |
| 6-ME4 | CONVERT UNITS OF LENGTH, METRIC | 63.0 |

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## BSAP ITEM RESPONSE SUMMARY
## GRADE 03 MATHEMATICS

|  |  | STATE<br>% RIGHT |
|---|---|---|
| **GEOMETRY (GE):** |  |  |
| **THE STUDENT CAN APPLY GEOMETRIC CONCEPTS** |  |  |
| 1-GE1 | RECOGNIZE A LINE SEGMENT | 74.8 |
| 2-GE1 | RECOGNIZE AN OPEN CURVE | 88.4 |
| 3-GE1 | RECOGNIZE A POINT "OUTSIDE" A FIGURE | 94.3 |
| 4-GE2 | COMPARE PARTS OF FIGURE TO DETERMINE LINE OF SYMMETRY | 96.8 |
| 5-GE2 | COMPARE PARTS OF FIGURE TO DETERMINE LINE OF SYMMETRY | 93.6 |
| 6-GE2 | COMPARE PARTS OF FIGURE TO DETERMINE LINE OF SYMMETRY | 74.9 |
| **PROBLEM SOLVING (PS):** |  |  |
| **THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS** |  |  |
| 1-PS | SOLVE A PROBLEM: SUBTRACTION ONLY | 85.1 |
| 2-PS | SOLVE A PROBLEM: ADDITION ONLY (MONEY) | 85.1 |
| 3-PS | SOLVE A PROBLEM: MULTIPLICATION OR ADDITION | 74.9 |
| 4-PS | SOLVE A PROBLEM: MULTIPLICATION OR ADDITION (MONEY) | 76.2 |
| 5-PS | SOLVE A PROBLEM: ADDITION AND SUBTRACTION | 73.9 |
| 6-PS | SOLVE A PROBLEM: ADDITION AND SUBTRACTION (MONEY) | 71.5 |

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## BSAP ITEM RESPONSE SUMMARY
## GRADE 06 MATHEMATICS

DATE: MAY 85

CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS

| | | STATE % RIGHT |
|---|---|---|
| 1-CN2 | IDENTIFY FRACTION EQUIVALENT TO GIVEN PERCENT | 40.8 |
| 2-CN2 | IDENTIFY FRACTION EQUIVALENT TO GIVEN MIXED NUMBER | 47.9 |
| 3-CN3 | COMPARE FRACTIONS USING ≤ OR ≥ | 72.5 |
| 4-CN4 | USE PLACE VALUE TO MATCH DECIMAL NO. TO EXPANDED FORM | 70.2 |
| 5-CN4 | USE PLACE VALUE TO IDENTIFY DIGIT IN 10'S PLACE | 40.4 |
| 6-CN5 | INTERPRET INFORMATION IN A PICTURE GRAPH | 88.2 |

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY

| | | STATE % RIGHT |
|---|---|---|
| 1-OP1 | ADD (HORIZ.): 3 DECIMAL ADDENDS, WITH REGROUPING | 82.9 |
| 2-OP1 | ADD (VERT.): 2 FRACTIONS, LIKE DENOM., WITH REDUCING | 62.9 |
| 3-OP2 | SUBTRACT (VERT.): 2 MIXED NUMBERS, LIKE DENOM. WITH REDUCING | 71.2 |
| 4-OP3 | MULTIPLY (HORIZ.): 2 PROPER FRACTIONS, WITH REDUCING | 65.8 |
| 5-OP4 | DIVIDE: 4-DIGIT BY 2-DIGIT WHOLE NUMBERS, REMAINDER | 73.7 |
| 6-OP4 | DIVIDE: 2 PROPER FRACTIONS, WITH REDUCING | 43.2 |

MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS

| | | STATE % RIGHT |
|---|---|---|
| 1-ME1 | SELECT APPROPRIATE UNIT TO MEASURE DISTANCE, METRIC | 75.8 |
| 2-ME2 | ESTIMATE LENGTH, CUSTOMARY | 59.9 |
| 3-ME2 | ESTIMATE CAPACITY, CUSTOMARY | 55.4 |
| 4-ME4 | CONVERT UNITS OF CAPACITY, CUSTOMARY | 42.6 |
| 5-ME5 | USE SCALE DRAWING TO ESTIMATE LENGTH, CUSTOMARY | 63.3 |
| 6-ME5 | USE SCALE DRAWING TO ESTIMATE LENGTH, METRIC | 39.5 |

* "+" INDICATES AVERAGE SCHOOL PERFORMANCE IS ABOVE THE DISTRICT/STATE
* "-" INDICATES AVERAGE SCHOOL PERFORMANCE IS BELOW THE DISTRICT/STATE

BSAP ITEM RESPONSE SUMMARY
GRADE 06 MATHEMATICS

DATE: MAY 85

GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS

| | | STATE % RIGHT |
|---|---|---|
| 1-GE1 | RECOGNIZE A LINE SEGMENT IN A DIAGRAM | 75.2 |
| 2-GE1 | IDENTIFY THE CENTER OF A CIRCLE | 61.0 |
| 3-GE1 | RECOGNIZE A DIAGONAL OF A QUADRILATERAL | 64.5 |
| 4-GE3 | DETERMINE THE PERIMETER OF A RECTANGLE, CUSTOMARY | 56.7 |
| 5-GE3 | DETERMINE THE AREA OF A RECTANGLE, METRIC | 39.6 |
| 6-GE3 | DETERMINE THE AREA OF A SQUARE, CUSTOMARY | 21.4 |

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS

| | | STATE % RIGHT |
|---|---|---|
| 1-PS | SOLVE A PROBLEM: SUBTRACTION (MONEY), GIVEN TABLE | 66.9 |
| 2-PS | SOLVE A PROBLEM: ADDITION INVOLVING TIME, GIVEN CLOCK | 74.3 |
| 3-PS | SOLVE A PROBLEM: SUBTRACTION ONLY, GIVEN BAR GRAPH | 78.6 |
| 4-PS | SOLVE A PROBLEM: ADDITION AND/OR MULTIPLICATION | 62.2 |
| 5-PS | SOLVE A PROBLEM: ADDITION AND DIVISION | 73.0 |
| 6-PS | SOLVE A PROBLEM: DIVISION (MONEY), ESTIMATION | 55.8 |

* "+" INDICATES AVERAGE SCHOOL PERFORMANCE IS ABOVE THE DISTRICT/STATE
* "-" INDICATES AVERAGE SCHOOL PERFORMANCE IS BELOW THE DISTRICT/STATE

## BSAP ITEM RESPONSE SUMMARY
## GRADE 08 MATHEMATICS

DATE: MAY 85

**CONCEPTS (CN):**
**THE STUDENT CAN APPLY NUMERICAL CONCEPTS**

| | | STATE % RIGHT |
|---|---|---|
| 1-CN2 | CONVERT DECIMAL TO EQUIVALENT FRACTION | 40.7 |
| 2-CN2 | CONVERT MIXED NUMBER TO EQUIVALENT PERCENT | 26.0 |
| 3-CN3 | DETERMINE WHICH FRACTION IS SMALLEST | 52.2 |
| 4-CN4 | USE PLACE VALUE TO MATCH DECIMAL TO EXPANDED FORM | 58.0 |
| 5-CN5 | INTERPRET INFORMATION IN A LINE GRAPH | 78.1 |
| 6-CN5 | INTERPRET INFORMATION IN A CIRCLE GRAPH BY FINDING % OF NUMBER | 40.1 |

**OPERATIONS (OP):**
**THE STUDENT CAN COMPUTE ACCURATELY**

| | | STATE % RIGHT |
|---|---|---|
| 1-OP1 | ADD (VERT.): 3 FRACTIONS, UNLIKE DENOM., WITH REGROUPING | 61.8 |
| 2-OP2 | SUBTRACT (HORIZ.): 2 DECIMAL NUMBERS, WITH REGROUPING | 74.3 |
| 3-OP2 | SUBTRACT (VERT.): MIXED NO. - PROPER FRAC., WITH REGROUPING & REDUCING | 65.2 |
| 4-OP3 | MULTIPLY: FIND PERCENT OF NUMBER | 65.2 |
| 5-OP4 | DIVIDE: 3-DIGIT BY 2-DIGIT DECIMAL NUMBERS | 66.2 |
| 6-OP4 | DIVIDE: MIXED NUMBER BY WHOLE NUMBER, WITH REDUCING | 57.2 |

**MEASUREMENT (ME):**
**THE STUDENT CAN APPLY MEASUREMENT CONCEPTS**

| | | STATE % RIGHT |
|---|---|---|
| 1-ME1 | SELECT APPROPRIATE UNIT TO MEASURE VOLUME, CUSTOMARY | 36.3 |
| 2-ME2 | ESTIMATE VOLUME, CUSTOMARY | 60.6 |
| 3-ME3 | USE PICTURED PROTRACTOR TO DET. MEASURE OF ANGLE, < 90 DEGREES | 74.8 |
| 4-ME3 | USE PICTURED PROTRACTOR TO DET. MEASURE OF ANGLE, > 90 DEGREES | 58.3 |
| 5-ME4 | MULTIPLY UNITS OF TIME, WITH CONVERSION | 35.6 |
| 6-ME5 | USE SCALE DRAWING TO ESTIMATE DISTANCE, CUSTOMARY | 64.4 |

* "+" INDICATES AVERAGE SCHOOL PERFORMANCE IS ABOVE THE DISTRICT/STATE
* "-" INDICATES AVERAGE SCHOOL PERFORMANCE IS BELOW THE DISTRICT/STATE

BSAP ITEM RESPONSE SUMMARY
GRADE 08 MATHEMATICS

DATE: MAY 85

GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS

| | | STATE<br>% RIGHT |
|---|---|---|
| 1-GE1 | RECOGNIZE AN OBTUSE ANGLE IN FIGURE | 56.9 |
| 2-GE1 | RECOGNIZE A QUADRILATERAL IN FIGURE | 52.1 |
| 3-GE1 | RECOGNIZE INTERSECTING LINE SEGMENTS | 75.8 |
| 4-GE2 | DETERMINE THE ANGLE CONGRUENT TO GIVEN ANGLE | 34.1 |
| 5-GE3 | DETERMINE THE PERIMETER OF NONSTANDARD FIGURE, CUSTOMARY | 31.5 |
| 6-GE3 | DETERMINE THE VOLUME OF A SOLID, METRIC | 59.7 |

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS

| | | STATE<br>% RIGHT |
|---|---|---|
| 1-PS | SOLVE A PROBLEM: % OF A NO., GIVEN CIRCLE GRAPH, UNNECESSARY DATA | 40.4 |
| 2-PS | SOLVE A PROBLEM: MULTIPLE OPERATIONS (MONEY) | 43.8 |
| 3-PS | SOLVE A PROBLEM: AVERAGE, GIVEN BAR GRAPH | 64.3 |
| 4-PS | SOLVE A PROBLEM: MULTIPLE OPERATIONS INVOLVING FRACTIONS | 40.5 |
| 5-PS | SOLVE A PROBLEM: SUBTRACTION, WHOLE NUMBERS, ESTIMATION | 67.9 |
| 6-PS | SOLVE A PROBLEM: MULTIPLICATION, DECIMAL NUMBERS, ESTIMATION | 54.5 |

* "+" INDICATES AVERAGE SCHOOL PERFORMANCE IS ABOVE THE DISTRICT/STATE
* "-" INDICATES AVERAGE SCHOOL PERFORMANCE IS BELOW THE DISTRICT/STATE

# Appendix E

## 1985 BSAP TEST RESULTS FOR ALL STUDENTS, GRADES 1, 2, 3, 6, 8, AND 11

# SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

## STATE SUMMARY REPORT

GRADE 1

TEST DATE: MAY 85

| SKILL AREA | | TOTAL TESTED | TOTAL STUDENTS | | | | STUDENTS WHO MET STANDARD | | | | STUDENTS WHO DID NOT MEET STANDARD | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | ADEQUATE † | | NEEDING IMPROVEMENT | | ADEQUATE † | | NEEDING IMPROVEMENT | | ADEQUATE † | | NEEDING IMPROVEMENT | |
| | | | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % |
| **MATHEMATICS** MEAN = 795 MEDIAN = 798 HIGHEST = 933 LOWEST = 454 STANDARD = 700; SCORE RANGE = 230-933 | | 49804 | 41580 | 83.5 | 8224 | 16.5 | | | | | | | | |
| OBJECTIVES: | CONCEPTS | | 43981 | 88.3 | 5823 | 11.7 | 39222 | 94.3 | 2358 | 5.7 | 4759 | 57.9 | 3465 | 42.1 |
| | OPERATIONS | | 38276 | 76.9 | 11528 | 23.1 | 36762 | 88.4 | 4818 | 11.6 | 1514 | 18.4 | 6710 | 81.6 |
| | MEASUREMENT | | 44136 | 88.6 | 5668 | 11.4 | 39855 | 95.9 | 1725 | 4.1 | 4281 | 52.1 | 3943 | 47.9 |
| | GEOMETRY | | 45394 | 91.1 | 4410 | 8.9 | 39665 | 95.4 | 1915 | 4.6 | 5729 | 69.7 | 2495 | 30.3 |
| | PROBLEM SOLVING | | 43897 | 88.1 | 5907 | 11.9 | 40282 | 96.9 | 1298 | 3.1 | 3615 | 44.0 | 4609 | 56.0 |
| **READING** MEAN = 803 MEDIAN = 799 HIGHEST = 953 LOWEST = 442 STANDARD = 700; SCORE RANGE = 381-953 | | 49832 | 40621 | 81.5 | 9211 | 18.5 | | | | | | | | |
| OBJECTIVES: | DECODING & WORD MEANING | | 44962 | 90.2 | 4870 | 9.8 | 39749 | 97.9 | 872 | 2.1 | 5213 | 56.6 | 3998 | 43.4 |
| | DETAILS | | 40493 | 81.3 | 9339 | 18.7 | 37144 | 91.4 | 3477 | 8.6 | 3349 | 36.4 | 5862 | 63.6 |
| | MAIN IDEA | | 41645 | 83.6 | 8187 | 16.4 | 38615 | 95.1 | 2006 | 4.9 | 3030 | 32.9 | 6181 | 67.1 |
| | REFERENCE USAGE | | 43763 | 87.8 | 6069 | 12.2 | 39469 | 97.2 | 1152 | 2.8 | 4294 | 46.6 | 4917 | 53.4 |
| | INFERENCE | | 43188 | 86.7 | 6644 | 13.3 | 39099 | 96.3 | 1522 | 3.7 | 4089 | 44.4 | 5122 | 55.6 |
| | ANALYSIS OF LITERATURE | | 39094 | 78.5 | 10738 | 21.5 | 36591 | 90.1 | 4030 | 9.9 | 2503 | 27.2 | 6708 | 72.8 |

08430-003

† These results indicate adequate objective performance in relation to the total Statewide Standard. Additional instructional improvement may still be needed in these objectives.

# SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

## STATE SUMMARY REPORT GRADE 2

TEST DATE: MAY 85

| SKILL AREA | TOTAL TESTED | TOTAL STUDENTS | | | | STUDENTS WHO MET STANDARD | | | | STUDENTS WHO DID NOT MEET STANDARD | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | ADEQUATE † | | NEEDING IMPROVEMENT | | ADEQUATE † | | NEEDING IMPROVEMENT | | ADEQUATE † | | NEEDING IMPROVEMENT | |
| | | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % |
| **MATHEMATICS** MEAN = 794 HIGHEST = 920<br>MEDIAN = 797 LOWEST = 438<br>STANDARD = 700; SCORE RANGE = 201-920 | 45004 | 38474 | 85.5 | 6530 | 14.5 | | | | | | | | |
| OBJECTIVES: CONCEPTS | | 40998 | 91.1 | 4006 | 8.9 | 37265 | 96.9 | 1209 | 3.1 | 3733 | 57.2 | 2797 | 42.8 |
| OPERATIONS | | 39221 | 87.2 | 5783 | 12.8 | 36754 | 95.5 | 1720 | 4.5 | 2467 | 37.8 | 4063 | 62.2 |
| MEASUREMENT | | 39915 | 88.7 | 5089 | 11.3 | 36364 | 94.5 | 2110 | 5.5 | 3551 | 54.4 | 2979 | 45.6 |
| GEOMETRY | | 34296 | 76.2 | 10708 | 23.8 | 31881 | 82.9 | 6593 | 17.1 | 2415 | 37.0 | 4115 | 63.0 |
| PROBLEM SOLVING | | 41157 | 91.5 | 3847 | 8.5 | 37260 | 96.8 | 1214 | 3.2 | 3897 | 59.7 | 2633 | 40.3 |
| **READING** MEAN = 783 HIGHEST = 930<br>MEDIAN = 785 LOWEST = 486<br>STANDARD = 700; SCORE RANGE = 314-930 | 44980 | 35598 | 79.1 | 9382 | 20.9 | | | | | | | | |
| OBJECTIVES: DECODING & WORD MEANING | | 37696 | 83.8 | 7284 | 16.2 | 33435 | 93.9 | 2163 | 6.1 | 4261 | 45.4 | 5121 | 54.6 |
| DETAILS | | 34972 | 77.8 | 10008 | 22.2 | 33296 | 93.5 | 2302 | 6.5 | 1676 | 17.9 | 7706 | 82.1 |
| MAIN IDEA | | 39993 | 88.9 | 4987 | 11.1 | 34070 | 95.7 | 1528 | 4.3 | 5923 | 63.1 | 3459 | 36.9 |
| REFERENCE USAGE | | 36134 | 80.3 | 8846 | 19.7 | 33226 | 93.3 | 2372 | 6.7 | 2908 | 31.0 | 6474 | 69.0 |
| INFERENCE | | 36896 | 82.0 | 8084 | 18.0 | 34454 | 96.8 | 1144 | 3.2 | 2442 | 26.0 | 6940 | 74.0 |
| ANALYSIS OF LITERATURE | | 36973 | 82.2 | 8007 | 17.8 | 34444 | 96.8 | 1154 | 3.2 | 2529 | 27.0 | 6853 | 73.0 |

08490-003

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† These results indicate adequate objective performance in relation to the total Statewide Standard. Additional instructional improvement may still be needed in these objectives.

# SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

## STATE SUMMARY REPORT GRADE 3

TEST DATE: MAY 85

| SKILL AREA | | TOTAL TESTED | TOTAL STUDENTS | | | | STUDENTS WHO MET STANDARD | | | | STUDENTS WHO DID NOT MEET STANDARD | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | ADEQUATE † | | NEEDING IMPROVEMENT | | ADEQUATE † | | NEEDING IMPROVEMENT | | ADEQUATE † | | NEEDING IMPROVEMENT | |
| | | | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % |
| **MATHEMATICS** MEAN = 779 HIGHEST = 1001<br>MEDIAN = 768 LOWEST = 469<br>STANDARD = 700; SCORE RANGE = 200-1001 | | 42287 | 33504 | 79.2 | 8783 | 20.8 | | | | | | | | |
| OBJECTIVES: | CONCEPTS | | 38359 | 90.7 | 3928 | 9.3 | 32623 | 97.4 | 881 | 2.6 | 5736 | 65.3 | 3047 | 34.7 |
| | OPERATIONS | | 34383 | 81.3 | 7904 | 18.7 | 30847 | 92.1 | 2657 | 7.9 | 3536 | 40.3 | 5247 | 59.7 |
| | MEASUREMENT | | 30884 | 73.0 | 11403 | 27.0 | 27770 | 82.9 | 5734 | 17.1 | 3114 | 35.5 | 5669 | 64.5 |
| | GEOMETRY | | 34623 | 81.9 | 7664 | 18.1 | 29591 | 88.3 | 3913 | 11.7 | 5032 | 57.3 | 3751 | 42.7 |
| | PROBLEM SOLVING | | 33170 | 78.4 | 9117 | 21.6 | 30352 | 90.6 | 3152 | 9.4 | 2818 | 32.1 | 5965 | 67.9 |
| **READING** MEAN = 784 HIGHEST = 949<br>MEDIAN = 783 LOWEST = 516<br>STANDARD = 700; SCORE RANGE = 318-949 | | 42254 | 35396 | 83.8 | 6858 | 16.2 | | | | | | | | |
| OBJECTIVES: | DECODING & WORD MEANING | | 35400 | 83.8 | 6854 | 16.2 | 32931 | 93.0 | 2465 | 7.0 | 2469 | 36.0 | 4389 | 64.0 |
| | DETAILS | | 35609 | 84.3 | 6645 | 15.7 | 33274 | 94.0 | 2122 | 6.0 | 2335 | 34.0 | 4523 | 66.0 |
| | MAIN IDEA | | 34137 | 80.8 | 8117 | 19.2 | 32142 | 90.8 | 3254 | 9.2 | 1995 | 29.1 | 4863 | 70.9 |
| | REFERENCE USAGE | | 37693 | 89.2 | 4561 | 10.8 | 34284 | 96.9 | 1112 | 3.1 | 3409 | 49.7 | 3449 | 50.3 |
| | INFERENCE | | 36368 | 86.1 | 5886 | 13.9 | 34304 | 96.9 | 1092 | 3.1 | 2064 | 30.1 | 4794 | 69.9 |
| | ANALYSIS OF LITERATURE | | 37691 | 89.2 | 4563 | 10.8 | 34411 | 97.2 | 985 | 2.8 | 3280 | 47.8 | 3578 | 52.2 |

08490-003

† These results indicate adequate objective performance in relation to the total Statewide Standard. Additional instructional improvement may still be needed in these objectives.

# SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

## STATE SUMMARY REPORT

## GRADE 6

TEST DATE MAY 85

| SKILL AREA | | TOTAL TESTED | TOTAL STUDENTS | | | | STUDENTS WHO MET STANDARD | | | | STUDENTS WHO DID NOT MEET STANDARD | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | ADEQUATE † | | NEEDING IMPROVEMENT | | ADEQUATE † | | NEEDING IMPROVEMENT | | ADEQUATE † | | NEEDING IMPROVEMENT | |
| | | | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % |
| **MATHEMATICS** MEAN = 728 HIGHEST = 1078<br>MEDIAN = 719 LOWEST = 278<br>STANDARD = 700, SCORE RANGE = 278-1078 | | 45010 | 27625 | 61.4 | 17385 | 38.6 | | | | | | | | |
| OBJECTIVES: | CONCEPTS | | 34516 | 76.7 | 10494 | 23.3 | 25683 | 93.0 | 1942 | 7.0 | 8833 | 50.8 | 8552 | 49.2 |
| | OPERATIONS | | 28360 | 63.0 | 16650 | 37.0 | 23979 | 86.8 | 3646 | 13.2 | 4381 | 25.2 | 13004 | 74.8 |
| | MEASUREMENT | | 30483 | 67.7 | 14527 | 32.3 | 24468 | 88.6 | 3157 | 11.4 | 6015 | 34.6 | 11370 | 65.4 |
| | GEOMETRY | | 29559 | 65.7 | 15451 | 34.3 | 23217 | 84.0 | 4408 | 16.0 | 6342 | 36.5 | 11043 | 63.5 |
| | PROBLEM SOLVING | | 30823 | 68.5 | 14187 | 31.5 | 24985 | 90.4 | 2640 | 9.6 | 5838 | 33.6 | 11547 | 66.4 |
| **READING** MEAN = 743 HIGHEST = 996<br>MEDIAN = 735 LOWEST = 275<br>STANDARD = 700, SCORE RANGE = 275-996 | | 45033 | 30012 | 66.6 | 15021 | 33.4 | | | | | | | | |
| OBJECTIVES: | DECODING & WORD MEANING | | 33300 | 73.9 | 11733 | 26.1 | 27086 | 90.3 | 2926 | 9.7 | 6214 | 41.4 | 8807 | 58.6 |
| | DETAILS | | 31708 | 70.4 | 13325 | 29.6 | 26732 | 89.1 | 3280 | 10.9 | 4976 | 33.1 | 10045 | 66.9 |
| | MAIN IDEA | | 33171 | 73.7 | 11862 | 26.3 | 27394 | 91.3 | 2618 | 8.7 | 5777 | 38.5 | 9244 | 61.5 |
| | REFERENCE USAGE | | 36331 | 80.7 | 8702 | 19.3 | 28295 | 94.3 | 1717 | 5.7 | 8036 | 53.5 | 6985 | 46.5 |
| | INFERENCE | | 33847 | 75.2 | 11186 | 24.8 | 28388 | 94.6 | 1624 | 5.4 | 5459 | 36.3 | 9562 | 63.7 |
| | ANALYSIS OF LITERATURE | | 30874 | 68.6 | 14159 | 31.4 | 26315 | 87.7 | 3697 | 12.3 | 4559 | 30.4 | 10462 | 69.6 |
| **WRITING** MEAN = 2.8 HIGHEST = 4.0<br>MEDIAN = 3.0 LOWEST = 0.0<br>STANDARD = 3, SCORE RANGE = 0-4 | | 44973 | 34227 | 76.1 | 10746 | 23.9 | | | | | | | | |
| OBJECTIVES: | HANDWRITING | | | | | | | | | | 10742 | 100.0 | 4 | 0.0 |
| | MECHANICS | | | | | | | | | | 3484 | 32.4 | 7262 | 67.6 |
| | WORD USAGE | | | | | | | | | | 2344 | 21.8 | 8402 | 78.2 |
| | SENTENCE FORMATION | | | | | | | | | | 3715 | 34.6 | 7031 | 65.4 |
| | COMPOSITION | | | | | | | | | | 8452 | 78.7 | 2294 | 21.3 |

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

# SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

## STATE SUMMARY REPORT

GRADE 8

TEST DATE: MAY 85

| SKILL AREA | | TOTAL TESTED | TOTAL STUDENTS | | | | STUDENTS WHO MET STANDARD | | | | STUDENTS WHO DID NOT MEET STANDARD | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | ADEQUATE † | | NEEDING IMPROVEMENT | | ADEQUATE † | | NEEDING IMPROVEMENT | | ADEQUATE † | | NEEDING IMPROVEMENT | |
| | | | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % |
| **MATHEMATICS**<br>STANDARD = 700; | MEAN = 724 HIGHEST = 1074<br>MEDIAN = 712 LOWEST = 331<br>SCORE RANGE = 331-1074 | 49065 | 28132 | 57.3 | 20933 | 42.7 | | | | | | | | |
| OBJECTIVES: | CONCEPTS | | 27486 | 56.0 | 21579 | 44.0 | 23795 | 84.6 | 4337 | 15.4 | 3691 | 17.6 | 17242 | 82.4 |
| | OPERATIONS | | 37179 | 75.8 | 11886 | 24.2 | 27073 | 96.2 | 1059 | 3.8 | 10106 | 48.3 | 10827 | 51.7 |
| | MEASUREMENT | | 33437 | 68.1 | 15628 | 31.9 | 25521 | 90.7 | 2611 | 9.3 | 7916 | 37.8 | 13017 | 62.2 |
| | GEOMETRY | | 30873 | 62.9 | 18192 | 37.1 | 24287 | 86.3 | 3845 | 13.7 | 6586 | 31.5 | 14347 | 68.5 |
| | PROBLEM SOLVING | | 29846 | 60.8 | 19219 | 39.2 | 24300 | 86.4 | 3832 | 13.6 | 5546 | 26.5 | 15387 | 73.5 |
| **READING**<br>STANDARD = 700; | MEAN = 734 HIGHEST = 965<br>MEDIAN = 729 LOWEST = 285<br>SCORE RANGE = 285-965 | 49132 | 31436 | 64.0 | 17696 | 36.0 | | | | | | | | |
| OBJECTIVES: | DECODING & WORD MEANING | | 41236 | 83.9 | 7896 | 16.1 | 30648 | 97.5 | 788 | 2.5 | 10588 | 59.8 | 7108 | 40.2 |
| | DETAILS | | 31956 | 65.0 | 17176 | 35.0 | 27139 | 86.3 | 4297 | 13.7 | 4817 | 27.2 | 12879 | 72.8 |
| | MAIN IDEA | | 35271 | 71.8 | 13861 | 28.2 | 28611 | 91.0 | 2825 | 9.0 | 6660 | 37.6 | 11036 | 62.4 |
| | REFERENCE USAGE | | 35861 | 73.0 | 13271 | 27.0 | 28823 | 91.7 | 2613 | 8.3 | 7038 | 39.8 | 10658 | 60.2 |
| | INFERENCE | | 33316 | 67.8 | 15816 | 32.2 | 28360 | 90.2 | 3076 | 9.8 | 4956 | 28.0 | 12740 | 72.0 |
| | ANALYSIS OF LITERATURE | | 32484 | 66.1 | 16648 | 33.9 | 28445 | 90.5 | 2991 | 9.5 | 4039 | 22.8 | 13657 | 77.2 |
| **WRITING**<br>STANDARD = 3; | MEAN = 2.8 HIGHEST = 4.0<br>MEDIAN = 3.0 LOWEST = 0.0<br>SCORE RANGE = 0-4 | 49059 | 37883 | 77.2 | 11176 | 22.8 | | | | | | | | |
| OBJECTIVES: | HANDWRITING | | | | | | | | | | 11175 | 100.0 | 1 | 0.0 |
| | MECHANICS | | | | | | | | | | 2241 | 20.1 | 8935 | 79.9 |
| | WORD USAGE | | | | | | | | | | 2186 | 19.6 | 8990 | 80.4 |
| | SENTENCE FORMATION | | | | | | | | | | 2488 | 22.3 | 8688 | 77.7 |
| | COMPOSITION | | | | | | | | | | 8122 | 72.7 | 3054 | 27.3 |

[illegible]

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

† These results indicate adequate objective performance in relation to the total Statewide Standard. Additional instructional improvement may still be needed in these objectives.

# SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

## STATE SUMMARY REPORT

## GRADE 11

TEST DATE MAY 85

| SKILL AREA | | TOTAL TESTED | TOTAL STUDENTS | | | | STUDENTS WHO MET STANDARD | | | | STUDENTS WHO DID NOT MEET STANDARD | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | ADEQUATE † | | NEEDING IMPROVEMENT | | ADEQUATE † | | NEEDING IMPROVEMENT | | ADEQUATE † | | NEEDING IMPROVEMENT | |
| | | | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % | NUMBER | % |
| **MATHEMATICS**<br>MEAN = 766 HIGHEST = 1170<br>MEDIAN = 753 LOWEST = 330<br>STANDARD = 700. SCORE RANGE = 238-1170 | | 37129 | 27207 | 73.3 | 9922 | 26.7 | | | | | | | | |
| OBJECTIVES: | CONCEPTS | | 27390 | 73.8 | 9739 | 26.2 | 24207 | 89.0 | 3000 | 11.0 | 3183 | 32.1 | 6739 | 67.9 |
| | OPERATIONS | | 29954 | 80.7 | 7175 | 19.3 | 25714 | 94.5 | 1493 | 5.5 | 4240 | 42.7 | 5682 | 57.3 |
| | MEASUREMENT | | 24655 | 66.4 | 12474 | 33.6 | 23178 | 85.2 | 4029 | 14.8 | 1477 | 14.9 | 8445 | 85.1 |
| | GEOMETRY | | 30596 | 82.4 | 6533 | 17.6 | 25521 | 93.8 | 1686 | 6.2 | 5075 | 51.1 | 4847 | 48.9 |
| | PROBLEM SOLVING | | 28453 | 76.6 | 8676 | 23.4 | 24584 | 90.4 | 2623 | 9.6 | 3869 | 39.0 | 6053 | 61.0 |
| **READING**<br>MEAN = 752 HIGHEST = 1090<br>MEDIAN = 752 LOWEST = 381<br>STANDARD = 700. SCORE RANGE = 247-1090 | | 37183 | 26322 | 70.8 | 10861 | 29.2 | | | | | | | | |
| OBJECTIVES: | DECODING & WORD MEANING | | 27992 | 75.3 | 9191 | 24.7 | 24584 | 93.4 | 1738 | 6.6 | 3408 | 31.4 | 7453 | 68.6 |
| | DETAILS | | 27817 | 74.8 | 9366 | 25.2 | 24385 | 92.6 | 1937 | 7.4 | 3432 | 31.6 | 7429 | 68.4 |
| | MAIN IDEA | | 25215 | 67.8 | 11968 | 32.2 | 23224 | 88.2 | 3098 | 11.8 | 1991 | 18.3 | 8870 | 81.7 |
| | REFERENCE USAGE | | 28483 | 76.6 | 8700 | 23.4 | 24508 | 93.1 | 1814 | 6.9 | 3975 | 36.6 | 6886 | 63.4 |
| | INFERENCE | | 26347 | 70.9 | 10836 | 29.1 | 23918 | 90.9 | 2404 | 9.1 | 2429 | 22.4 | 8432 | 77.6 |
| | ANALYSIS OF LITERATURE | | 29628 | 79.7 | 7555 | 20.3 | 25156 | 95.6 | 1166 | 4.4 | 4472 | 41.2 | 6389 | 58.8 |
| **WRITING**<br>MEAN = 2.8 HIGHEST = 4.0<br>MEDIAN = 3.0 LOWEST = 0.0<br>STANDARD = 3. SCORE RANGE = 0-4 | | 37170 | 29227 | 78.6 | 7943 | 21.4 | | | | | | | | |
| OBJECTIVES: | HANDWRITING | | | | | | | | | | 7940 | 100.0 | 3 | 0.0 |
| | MECHANICS | | | | | | | | | | 3673 | 46.2 | 4270 | 53.8 |
| | WORD USAGE | | | | | | | | | | 1799 | 22.6 | 6144 | 77.4 |
| | SENTENCE FORMATION | | | | | | | | | | 3088 | 38.9 | 4855 | 61.1 |
| | COMPOSITION | | | | | | | | | | 6107 | 76.9 | 1836 | 23.1 |

38489-003

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

† These results indicate adequate objective performance in relation to the total Statewide Standard. Additional instructional improvement may still be needed in these objectives.

## Appendix F

## 1985 BSAP TEST AND OBJECTIVE RESULTS FOR ALL STUDENTS AND BY SUBPOPULATION, GRADES 1, 2, 3, 6, 8, AND 11

# SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
# DEMOGRAPHIC REPORT

## STATE REPORT

**GRADE 1**
TEST DATE: MAY 85

| | MATHEMATICS | | | | | | | | READING | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | TOTAL % NEEDING IMPROVEMENT | | | | | | | | TOTAL % NEEDING IMPROVEMENT | | | | | | |
| | NUMBER OF STUDENTS | MEAN SCALE SCORE | % ABOVE STD | CN | OP | ME | GE | PS | NUMBER OF STUDENTS | MEAN SCALE SCORE | % ABOVE STD | DW | DE | MI | RE | IN | AL |
| **SEX** | | | | | | | | | | | | | | | | | |
| MALE | 26056 | 789 | 81.9 | 13.3 | 24.9 | 12.7 | 7.9 | 12.8 | 26068 | 789 | 78.1 | 11.5 | 21.8 | 19.4 | 14.3 | 15.8 | 24.4 |
| FEMALE | 23718 | 801 | 85.2 | 9.9 | 21.2 | 9.9 | 10.0 | 10.8 | 23734 | 818 | 85.2 | 7.9 | 15.4 | 13.2 | 9.9 | 10.7 | 18.4 |
| UNKNOWN | 30 | 797 | 83.3 | 10.0 | 16.7 | 3.3 | 3.3 | 13.3 | 30 | 810 | 86.7 | 3.3 | 16.7 | 10.0 | 6.7 | 3.3 | 16.7 |
| **ETHNICITY** | | | | | | | | | | | | | | | | | |
| WHITE | 26694 | 816 | 89.3 | 9.4 | 18.3 | 8.0 | 6.1 | 6.6 | 26705 | 826 | 87.5 | 5.6 | 14.1 | 11.5 | 7.9 | 10.2 | 15.9 |
| BLACK | 22570 | 770 | 76.5 | 14.4 | 29.1 | 15.4 | 12.2 | 18.1 | 22584 | 775 | 74.3 | 14.8 | 24.3 | 22.4 | 17.3 | 17.1 | 28.3 |
| HISPANIC | 164 | 787 | 82.3 | 9.8 | 18.3 | 13.4 | 4.9 | 11.0 | 165 | 794 | 79.4 | 7.9 | 19.4 | 17.6 | 15.2 | 13.9 | 21.8 |
| ASIAN-AMERICAN | 274 | 827 | 94.2 | 8.8 | 12.0 | 8.0 | 5.1 | 5.1 | 275 | 843 | 90.9 | 4.0 | 9.5 | 7.3 | 6.5 | 7.6 | 13.8 |
| AMERICAN INDIAN | 50 | 798 | 78.0 | 14.0 | 30.0 | 12.0 | 12.0 | 4.0 | 51 | 808 | 84.3 | 13.7 | 17.6 | 13.7 | 9.8 | 7.8 | 25.5 |
| UNKNOWN | 52 | 788 | 84.6 | 13.5 | 21.2 | 9.6 | 5.8 | 15.4 | 52 | 787 | 82.7 | 9.6 | 23.1 | 13.5 | 7.7 | 15.4 | 21.2 |
| **LUNCH PROGRAM** | | | | | | | | | | | | | | | | | |
| NO F/R LUNCH | 23253 | 823 | 91.1 | 8.0 | 16.3 | 6.4 | 5.2 | 6.3 | 23263 | 838 | 90.6 | 3.9 | 11.4 | 9.0 | 6.2 | 8.0 | 12.8 |
| FREE LUNCH | 22802 | 766 | 75.6 | 15.6 | 30.5 | 16.7 | 12.4 | 17.7 | 22817 | 767 | 72.1 | 16.1 | 26.3 | 24.0 | 18.4 | 19.0 | 30.8 |
| REDUCED LUNCH | 3668 | 795 | 84.7 | 10.8 | 20.9 | 10.0 | 9.9 | 10.9 | 3670 | 801 | 82.6 | 7.8 | 18.4 | 15.9 | 11.2 | 12.3 | 19.5 |
| UNKNOWN | 81 | 765 | 75.3 | 21.0 | 34.6 | 16.0 | 9.9 | 12.3 | 82 | 777 | 74.4 | 18.3 | 25.6 | 18.3 | 11.0 | 19.5 | 29.3 |
| **HANDICAPPED** | | | | | | | | | | | | | | | | | |
| HANDICAPPED | 5380 | 750 | 68.8 | 20.7 | 35.3 | 22.3 | 13.8 | 22.5 | 5369 | 752 | 65.0 | 20.2 | 31.1 | 30.2 | 22.7 | 24.5 | 36.1 |
| NOT HANDICAPPED | 44358 | 800 | 85.3 | 10.6 | 21.7 | 10.1 | 8.2 | 10.6 | 44396 | 809 | 83.5 | 8.5 | 17.2 | 14.8 | 10.9 | 12.0 | 19.8 |
| UNKNOWN | 66 | 782 | 80.3 | 7.6 | 25.8 | 10.6 | 13.6 | 16.7 | 67 | 765 | 73.1 | 14.9 | 22.4 | 22.4 | 17.9 | 22.4 | 29.9 |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **REPEATER** | | | | | | | | | | | | | | | | | |
| REPEATER | 6956 | 795 | 87.1 | 10.2 | 18.9 | 9.2 | 9.6 | 10.4 | 6945 | 791 | 84.7 | 8.6 | 18.8 | 15.2 | 9.3 | 12.0 | 21.4 |
| NON-REPEATER | 42797 | 795 | 82.9 | 11.9 | 23.8 | 11.7 | 8.7 | 12.1 | 42834 | 805 | 81.0 | 10.0 | 18.7 | 16.6 | 12.6 | 13.5 | 21.6 |
| UNKNOWN | 51 | 770 | 74.5 | 15.7 | 29.4 | 15.7 | 15.7 | 11.8 | 53 | 771 | 71.7 | 15.1 | 34.0 | 18.9 | 18.9 | 22.6 | 30.2 |
| **ALL STUDENTS** | 49804 | 795 | 83.5 | 11.7 | 23.1 | 11.4 | 8.9 | 11.9 | 49832 | 803 | 81.5 | 9.8 | 18.7 | 16.4 | 12.2 | 13.3 | 21.5 |

# SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
# DEMOGRAPHIC REPORT

## STATE REPORT

**GRADE 2**
TEST DATE: MAY 85

| | MATHEMATICS | | | | | | | | | READING | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | TOTAL % NEEDING IMPROVEMENT | | | | | | | | | TOTAL % NEEDING IMPROVEMENT | | | | | |
| | NUMBER OF STUDENTS | MEAN SCALE SCORE | % ABOVE STD | CN | OP | ME | GE | PS | NUMBER OF STUDENTS | MEAN SCALE SCORE | % ABOVE STD | DW | DE | MI | RE | IN | AL |
| **SEX** | | | | | | | | | | | | | | | | | |
| MALE | 22781 | 791 | 84.6 | 9.6 | 13.8 | 11.3 | 25.0 | 8.9 | 22758 | 770 | 74.3 | 18.6 | 27.4 | 12.7 | 23.2 | 22.1 | 21.8 |
| FEMALE | 22179 | 798 | 86.4 | 8.1 | 11.9 | 11.3 | 22.5 | 8.2 | 22178 | 796 | 84.1 | 13.7 | 17.0 | 9.4 | 16.0 | 13.7 | 13.7 |
| UNKNOWN | 44 | 788 | 81.8 | 6.8 | 13.6 | 9.1 | 25.0 | 4.5 | 44 | 782 | 81.8 | 15.9 | 13.6 | 9.1 | 27.3 | 20.5 | 18.2 |
| **ETHNICITY** | | | | | | | | | | | | | | | | | |
| WHITE | 25480 | 815 | 91.3 | 5.1 | 8.9 | 7.0 | 18.5 | 6.0 | 25459 | 807 | 85.7 | 11.2 | 16.4 | 7.2 | 12.9 | 13.0 | 12.8 |
| BLACK | 19005 | 766 | 77.6 | 14.0 | 18.3 | 17.2 | 31.0 | 12.0 | 19002 | 750 | 70.2 | 23.1 | 30.3 | 16.3 | 28.9 | 24.8 | 24.6 |
| HISPANIC | 120 | 802 | 89.2 | 6.7 | 11.7 | 10.8 | 22.5 | 6.7 | 120 | 785 | 81.7 | 13.3 | 21.7 | 9.2 | 13.3 | 15.8 | 15.8 |
| ASIAN-AMERICAN | 282 | 826 | 94.3 | 5.7 | 7.1 | 5.0 | 15.2 | 3.5 | 282 | 820 | 91.1 | 5.7 | 11.0 | 5.0 | 11.0 | 7.1 | 7.8 |
| AMERICAN INDIAN | 45 | 774 | 77.8 | 11.1 | 22.2 | 15.6 | 31.1 | 11.1 | 45 | 735 | 64.4 | 35.6 | 35.6 | 22.2 | 46.7 | 35.6 | 35.6 |
| UNKNOWN | 72 | 791 | 84.7 | 8.3 | 11.1 | 9.7 | 20.8 | 9.7 | 72 | 784 | 80.6 | 19.4 | 9.7 | 6.9 | 18.1 | 18.1 | 16.7 |
| **LUNCH PROGRAM** | | | | | | | | | | | | | | | | | |
| NO F/R LUNCH | 22659 | 819 | 92.4 | 4.5 | 8.1 | 6.3 | 17.3 | 5.8 | 22649 | 816 | 88.7 | 9.1 | 13.7 | 5.9 | 10.6 | 10.5 | 10.2 |
| FREE LUNCH | 18612 | 765 | 77.1 | 14.3 | 18.6 | 17.4 | 31.3 | 11.9 | 18602 | 745 | 67.9 | 24.5 | 32.3 | 17.2 | 30.6 | 26.6 | 26.9 |
| REDUCED LUNCH | 3637 | 787 | 85.6 | 8.8 | 13.2 | 11.4 | 25.9 | 8.9 | 3633 | 773 | 77.5 | 17.7 | 24.1 | 11.9 | 20.4 | 20.0 | 19.0 |
| UNKNOWN | 96 | 765 | 81.3 | 13.5 | 17.7 | 11.5 | 36.5 | 11.5 | 96 | 768 | 75.0 | 21.9 | 28.1 | 14.6 | 22.9 | 22.9 | 18.8 |
| **HANDICAPPED** | | | | | | | | | | | | | | | | | |
| HANDICAPPED | 4341 | 752 | 72.0 | 17.4 | 21.4 | 19.2 | 35.6 | 16.7 | 4296 | 725 | 56.5 | 31.4 | 43.8 | 19.4 | 37.7 | 36.1 | 37.8 |
| NOT HANDICAPPED | 40550 | 799 | 86.9 | 8.0 | 11.9 | 10.5 | 22.5 | 7.7 | 40571 | 789 | 81.6 | 14.6 | 20.0 | 10.2 | 17.7 | 16.0 | 15.7 |
| UNKNOWN | 113 | 779 | 82.3 | 9.7 | 14.2 | 15.0 | 34.5 | 11.5 | 113 | 754 | 72.6 | 26.5 | 29.2 | 15.0 | 25.7 | 23.9 | 22.1 |
| [illegible] | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| [illegible] | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| [illegible] | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **REPEATER** | | | | | | | | | | | | | | | | | |
| REPEATER | 2738 | 778 | 82.5 | 11.9 | 12.6 | 14.6 | 31.3 | 10.8 | 2728 | 741 | 67.7 | 22.9 | 34.5 | 15.1 | 28.1 | 29.1 | 28.2 |
| NON-REPEATER | 42113 | 795 | 85.7 | 8.7 | 12.9 | 11.1 | 23.3 | 8.4 | 42099 | 786 | 79.9 | 15.7 | 21.4 | 10.8 | 19.1 | 17.2 | 17.1 |
| UNKNOWN | 153 | 751 | 76.5 | 17.0 | 17.0 | 17.6 | 36.6 | 15.0 | 153 | 730 | 60.8 | 30.7 | 35.9 | 20.3 | 31.4 | 32.0 | 33.3 |
| **ALL STUDENTS** | 45004 | 794 | 85.5 | 8.9 | 12.8 | 11.3 | 23.8 | 8.5 | 44980 | 783 | 79.1 | 16.2 | 22.2 | 11.1 | 19.7 | 18.0 | 17.8 |

# SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
# DEMOGRAPHIC REPORT

## STATE REPORT

**GRADE 3**
TEST DATE: MAY 85

| | MATHEMATICS | | | | | | | | READING | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | TOTAL % NEEDING IMPROVEMENT | | | | | | | | TOTAL % NEEDING IMPROVEMENT | | | | | | |
| | NUMBER OF STUDENTS | MEAN SCALE SCORE | % ABOVE STD | CN | OP | ME | GE | PS | NUMBER OF STUDENTS | MEAN SCALE SCORE | % ABOVE STD | DW | DE | MI | RE | IN | AL |
| **SEX** | | | | | | | | | | | | | | | | | |
| MALE | 21523 | 778 | 78.9 | 10.0 | 21.6 | 24.6 | 17.9 | 20.0 | 21490 | 776 | 80.2 | 17.8 | 19.8 | 20.9 | 12.9 | 17.6 | 13.2 |
| FEMALE | 20735 | 780 | 79.6 | 8.5 | 15.7 | 29.5 | 18.4 | 23.2 | 20735 | 793 | 87.4 | 14.6 | 11.5 | 17.5 | 8.6 | 10.1 | 8.3 |
| UNKNOWN | 29 | 759 | 75.9 | 10.3 | 17.2 | 24.1 | 34.5 | 13.8 | 29 | 771 | 75.9 | 17.2 | 13.8 | 27.6 | 17.2 | 24.1 | 20.7 |
| **ETHNICITY** | | | | | | | | | | | | | | | | | |
| WHITE | 24169 | 802 | 86.2 | 6.1 | 14.9 | 21.8 | 14.2 | 14.7 | 24155 | 807 | 89.6 | 10.5 | 11.9 | 12.3 | 6.7 | 10.2 | 7.6 |
| BLACK | 17586 | 747 | 69.4 | 13.7 | 24.0 | 34.1 | 23.6 | 31.2 | 17569 | 752 | 75.6 | 24.3 | 21.3 | 28.9 | 16.6 | 19.2 | 15.2 |
| HISPANIC | 113 | 793 | 82.3 | 6.2 | 15.9 | 22.1 | 16.8 | 19.5 | 111 | 794 | 84.7 | 15.3 | 12.6 | 17.1 | 7.2 | 14.4 | 11.7 |
| ASIAN-AMERICAN | 289 | 829 | 92.0 | 3.5 | 9.3 | 18.7 | 8.3 | 11.4 | 289 | 827 | 95.2 | 4.5 | 5.2 | 9.3 | 2.8 | 5.2 | 7.3 |
| AMERICAN INDIAN | 64 | 763 | 75.0 | 23.4 | 20.3 | 42.2 | 28.1 | 14.1 | 65 | 768 | 80.0 | 24.6 | 13.8 | 21.5 | 20.0 | 23.1 | 16.9 |
| UNKNOWN | 66 | 760 | 65.2 | 10.6 | 21.2 | 27.3 | 21.2 | 21.2 | 65 | 782 | 83.1 | 21.5 | 10.8 | 29.2 | 9.2 | 15.4 | 12.3 |
| **LUNCH PROGRAM** | | | | | | | | | | | | | | | | | |
| NO F/R LUNCH | 21483 | 806 | 87.5 | 5.5 | 13.1 | 20.9 | 14.3 | 14.6 | 21483 | 815 | 91.9 | 8.3 | 10.0 | 10.5 | 5.4 | 8.2 | 6.0 |
| FREE LUNCH | 17312 | 747 | 69.3 | 14.0 | 25.2 | 34.2 | 22.7 | 29.7 | 17282 | 748 | 73.9 | 25.9 | 22.5 | 29.7 | 17.5 | 20.7 | 16.5 |
| REDUCED LUNCH | 3387 | 769 | 77.6 | 9.4 | 20.4 | 28.5 | 19.0 | 23.9 | 3384 | 775 | 82.7 | 17.0 | 17.2 | 21.0 | 10.8 | 15.6 | 11.8 |
| UNKNOWN | 105 | 757 | 74.3 | 10.5 | 25.7 | 28.6 | 17.1 | 21.9 | 105 | 777 | 81.9 | 17.1 | 21.0 | 19.0 | 13.3 | 20.0 | 13.3 |
| **HANDICAPPED** | | | | | | | | | | | | | | | | | |
| HANDICAPPED | 3495 | 727 | 59.4 | 20.7 | 34.2 | 39.3 | 26.5 | 34.3 | 3449 | 722 | 59.0 | 36.2 | 35.8 | 37.5 | 27.4 | 35.0 | 27.9 |
| NOT HANDICAPPED | 38607 | 784 | 81.1 | 8.3 | 17.3 | 25.8 | 17.3 | 20.4 | 38621 | 790 | 86.0 | 14.4 | 13.9 | 17.5 | 9.3 | 12.0 | 9.2 |
| UNKNOWN | 185 | 769 | 72.4 | 9.7 | 22.7 | 33.5 | 22.2 | 21.1 | 184 | 758 | 73.4 | 24.5 | 21.2 | 29.9 | 14.7 | 20.7 | 16.8 |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **REPEATER** | | | | | | | | | | | | | | | | | |
| REPEATER | 2249 | 746 | 71.1 | 13.1 | 22.4 | 34.9 | 21.7 | 31.0 | 2239 | 736 | 70.7 | 28.9 | 26.1 | 31.2 | 16.6 | 26.9 | 19.2 |
| NON-REPEATER | 39816 | 781 | 79.7 | 9.0 | 18.4 | 26.5 | 17.9 | 21.0 | 39794 | 787 | 84.6 | 15.5 | 15.1 | 18.5 | 10.5 | 13.2 | 10.3 |
| UNKNOWN | 222 | 770 | 68.9 | 14.4 | 25.2 | 34.7 | 21.6 | 20.7 | 221 | 763 | 74.2 | 21.7 | 19.9 | 31.7 | 12.7 | 21.3 | 19.0 |
| **ALL STUDENTS** | 42287 | 779 | 79.2 | 9.3 | 18.7 | 27.0 | 18.1 | 21.6 | 42254 | 784 | 83.8 | 16.2 | 15.7 | 19.2 | 10.8 | 13.9 | 10.8 |

# SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
# DEMOGRAPHIC REPORT

## STATE REPORT

**GRADE 6**
TEST DATE MAY 85

| | MATHEMATICS | | | | | | | | | READING | | | | | | | | | | WRITING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | TOTAL % NEEDING IMPROVEMENT | | | | | | | | | TOTAL % NEEDING IMPROVEMENT | | | | | | | | TOTAL % NEEDING IMPROVEMENT | | | | |
| | NUMBER OF STUDENTS | MEAN SCALE SCORE | % ABOVE STD | CN | OP | ME | GE | PS | NUMBER OF STUDENTS | MEAN SCALE SCORE | % ABOVE STD | DW | DE | MI | RE | IN | AL | NUMBER OF STUDENTS | % ABOVE STD | HN | MC | WU | SF | CP |
| **SEX** | | | | | | | | | | | | | | | | | | | | | | | | |
| MALE | 22812 | 727 | 60.8 | 24.6 | 41.4 | 27.5 | 35.9 | 32.3 | 22812 | 734 | 62.6 | 27.1 | 34.9 | 26.6 | 23.8 | 27.9 | 34.8 | 22761 | 70.3 | 0.0 | 21.0 | 22.9 | 18.6 | 6.9 |
| FEMALE | 22176 | 729 | 62.0 | 22.0 | 32.4 | 37.2 | 32.7 | 30.7 | 22199 | 752 | 70.8 | 24.9 | 24.1 | 26.1 | 14.7 | 21.7 | 28.0 | 22190 | 82.0 | 0.0 | 11.1 | 14.4 | 12.5 | 3.3 |
| UNKNOWN | 22 | 655 | 22.7 | 68.2 | 72.7 | 50.0 | 50.0 | 45.5 | 22 | 691 | 45.5 | 40.9 | 50.0 | 45.5 | 31.8 | 40.9 | 45.5 | 22 | 68.2 | 0.0 | 18.2 | 31.8 | 22.7 | 4.5 |
| **ETHNICITY** | | | | | | | | | | | | | | | | | | | | | | | | |
| WHITE | 26399 | 755 | 73.2 | 17.8 | 30.0 | 21.7 | 27.8 | 21.3 | 26422 | 767 | 76.2 | 18.1 | 24.2 | 18.5 | 15.2 | 18.9 | 23.6 | 26402 | 85.4 | 0.0 | 10.3 | 10.0 | 9.0 | 2.8 |
| BLACK | 17982 | 688 | 43.7 | 31.5 | 47.6 | 48.3 | 44.1 | 46.8 | 17983 | 707 | 52.4 | 37.8 | 37.5 | 38.0 | 25.4 | 33.7 | 43.1 | 17943 | 62.3 | 0.0 | 24.8 | 31.6 | 25.5 | 8.6 |
| HISPANIC | 115 | 744 | 72.2 | 21.7 | 27.8 | 20.9 | 31.3 | 22.6 | 116 | 756 | 70.7 | 21.6 | 30.2 | 21.6 | 17.2 | 19.0 | 31.9 | 116 | 75.9 | 0.9 | 14.7 | 12.9 | 13.8 | 6.0 |
| ASIAN-AMERICAN | 309 | 813 | 88.0 | 9.1 | 14.6 | 10.4 | 16.2 | 13.3 | 309 | 788 | 81.6 | 15.2 | 22.0 | 13.6 | 11.7 | 13.6 | 19.4 | 309 | 85.8 | 0.0 | 6.1 | 11.3 | 7.8 | 2.9 |
| AMERICAN INDIAN | 143 | 701 | 49.7 | 32.2 | 48.3 | 35.0 | 44.1 | 37.1 | 142 | 711 | 54.2 | 33.8 | 44.4 | 36.6 | 25.4 | 31.0 | 40.1 | 142 | 73.9 | 0.0 | 20.4 | 18.3 | 20.4 | 4.9 |
| UNKNOWN | 62 | 682 | 40.3 | 41.9 | 56.5 | 38.7 | 56.5 | 43.5 | 61 | 700 | 55.7 | 37.7 | 45.9 | 41.0 | 21.3 | 44.3 | 36.1 | 61 | 62.3 | 0.0 | 29.5 | 34.4 | 24.6 | 6.6 |
| **LUNCH PROGRAM** | | | | | | | | | | | | | | | | | | | | | | | | |
| NO F/R LUNCH | 23993 | 760 | 75.2 | 16.3 | 27.1 | 21.0 | 26.1 | 20.7 | 24005 | 774 | 79.0 | 16.0 | 21.9 | 16.8 | 13.5 | 16.9 | 21.2 | 23992 | 86.8 | 0.0 | 9.1 | 9.4 | 8.1 | 2.4 |
| FREE LUNCH | 17041 | 686 | 42.9 | 32.9 | 50.4 | 47.7 | 45.5 | 45.7 | 17053 | 702 | 49.9 | 39.8 | 39.9 | 39.3 | 27.4 | 35.2 | 44.8 | 17007 | 61.7 | 0.0 | 25.7 | 31.4 | 26.0 | 8.9 |
| REDUCED LUNCH | 3798 | 716 | 57.5 | 24.4 | 39.3 | 34.6 | 36.2 | 35.9 | 3797 | 729 | 63.6 | 27.6 | 32.2 | 28.6 | 20.0 | 28.3 | 35.8 | 3794 | 73.5 | 0.0 | 17.5 | 20.4 | 16.6 | 5.4 |
| UNKNOWN | 178 | 724 | 56.7 | 25.3 | 36.5 | 30.3 | 37.1 | 37.1 | 178 | 734 | 62.9 | 25.3 | 31.5 | 30.3 | 21.3 | 29.2 | 31.5 | 180 | 72.8 | 0.0 | 15.6 | 20.6 | 17.8 | 5.0 |
| **HANDICAPPED** | | | | | | | | | | | | | | | | | | | | | | | | |
| HANDICAPPED | 2594 | 648 | 25.7 | 48.0 | 69.5 | 55.1 | 60.4 | 62.0 | 2559 | 659 | 28.3 | 53.8 | 61.3 | 50.8 | 47.1 | 54.1 | 58.9 | 2543 | 39.4 | 0.1 | 46.5 | 48.8 | 41.6 | 17.5 |
| NOT HANDICAPPED | 42155 | 733 | 63.6 | 21.8 | 35.0 | 30.9 | 32.7 | 29.6 | 42214 | 748 | 69.0 | 24.4 | 27.7 | 24.8 | 17.6 | 23.1 | 29.8 | 42169 | 78.3 | 0.0 | 14.3 | 16.8 | 14.1 | 4.4 |
| UNKNOWN | 261 | 723 | 57.5 | 28.4 | 36.0 | 34.5 | 38.7 | 33.7 | 260 | 736 | 61.2 | 23.8 | 32.3 | 29.2 | 20.0 | 26.5 | 31.9 | 261 | 75.9 | 0.0 | 11.9 | 22.2 | 13.8 | 4.6 |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **REPEATER** | | | | | | | | | | | | | | | | | | | | | | | | |
| REPEATER | 2028 | 679 | 41.5 | 34.2 | 54.6 | 43.6 | 50.2 | 46.3 | 2033 | 690 | 44.1 | 38.6 | 44.4 | 40.8 | 32.7 | 41.3 | 49.3 | 2025 | 54.9 | 0.0 | 30.7 | 37.3 | 30.1 | 9.6 |
| NON-REPEATER | 42808 | 731 | 62.4 | 22.7 | 36.1 | 31.7 | 33.5 | 30.8 | 42828 | 746 | 67.8 | 25.4 | 28.8 | 25.6 | 18.7 | 24.0 | 30.6 | 42773 | 77.1 | 0.0 | 15.5 | 17.8 | 14.9 | 4.9 |
| UNKNOWN | 174 | 692 | 40.8 | 40.2 | 50.0 | 43.7 | 43.1 | 47.1 | 172 | 710 | 51.2 | 30.2 | 39.5 | 41.3 | 26.2 | 36.6 | 36.0 | 175 | 68.0 | 0.0 | 18.3 | 27.4 | 21.7 | 6.3 |
| **ALL STUDENTS** | 45010 | 728 | 61.4 | 23.3 | 37.0 | 32.3 | 34.3 | 31.5 | 45033 | 743 | 66.6 | 26.1 | 29.6 | 26.3 | 19.3 | 24.8 | 31.4 | 44973 | 76.1 | 0.0 | 16.1 | 18.7 | 15.6 | 5.1 |

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

# SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
# DEMOGRAPHIC REPORT

## STATE REPORT

**GRADE 8**
TEST DATE: MAY 85

| | MATHEMATICS | | | | | | | | READING | | | | | | | | | WRITING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | TOTAL % NEEDING IMPROVEMENT | | | | | | | | TOTAL % NEEDING IMPROVEMENT | | | | | | | | TOTAL % NEEDING IMPROVEMENT | | | | |
| | NUMBER OF STUDENTS | MEAN SCALE SCORE | % ABOVE STD | CN | OP | ME | GE | PS | NUMBER OF STUDENTS | MEAN SCALE SCORE | % ABOVE STD | DW | DE | MI | RE | IN | AL | NUMBER OF STUDENTS | % ABOVE STD | HN | MC | WU | SF | CP |
| **SEX** | | | | | | | | | | | | | | | | | | | | | | | | |
| MALE | 24576 | 727 | 57.7 | 43.4 | 26.2 | 28.5 | 37.9 | 36.9 | 24594 | 726 | 60.3 | 17.0 | 37.0 | 28.9 | 31.8 | 37.1 | 37.5 | 24539 | 71.1 | 0.0 | 24.2 | 23.0 | 22.1 | 8.5 |
| FEMALE | 24467 | 721 | 56.9 | 44.6 | 22.2 | 35.2 | 36.2 | 41.5 | 24518 | 742 | 67.7 | 15.2 | 32.9 | 27.6 | 22.2 | 27.3 | 30.2 | 24499 | 83.4 | 0.0 | 12.2 | 13.6 | 13.4 | 4.0 |
| UNKNOWN | 22 | 714 | 45.5 | 50.0 | 40.9 | 22.7 | 40.9 | 40.9 | 20 | 742 | 65.0 | 10.0 | 30.0 | 20.0 | 10.0 | 15.0 | 35.0 | 21 | 76.2 | 0.0 | 23.8 | 14.3 | 23.8 | 0.0 |
| **ETHNICITY** | | | | | | | | | | | | | | | | | | | | | | | | |
| WHITE | 29552 | 753 | 70.4 | 32.7 | 17.5 | 21.8 | 28.6 | 27.4 | 29582 | 763 | 76.3 | 8.9 | 26.1 | 18.4 | 18.2 | 24.3 | 22.9 | 29535 | 87.3 | 0.0 | 10.6 | 8.9 | 9.3 | 3.3 |
| BLACK | 18935 | 677 | 36.8 | 61.9 | 34.8 | 47.7 | 50.4 | 57.8 | 18971 | 689 | 44.7 | 27.2 | 48.8 | 43.6 | 40.7 | 44.6 | 51.1 | 18941 | 61.5 | 0.0 | 30.1 | 33.0 | 30.8 | 10.8 |
| HISPANIC | 112 | 721 | 53.6 | 42.9 | 23.2 | 34.8 | 44.6 | 31.3 | 114 | 731 | 64.9 | 11.4 | 36.0 | 23.7 | 31.6 | 28.9 | 42.1 | 116 | 81.0 | 0.0 | 15.5 | 14.7 | 13.8 | 4.3 |
| ASIAN-AMERICAN | 282 | 812 | 86.2 | 15.6 | 7.8 | 14.2 | 18.4 | 14.5 | 283 | 777 | 79.5 | 11.7 | 22.6 | 13.4 | 19.4 | 20.5 | 20.8 | 282 | 82.3 | 0.0 | 12.1 | 16.7 | 12.8 | 3.5 |
| AMERICAN INDIAN | 136 | 679 | 36.8 | 64.7 | 41.9 | 45.6 | 50.0 | 48.5 | 136 | 679 | 42.6 | 27.2 | 51.5 | 45.6 | 44.9 | 48.5 | 53.7 | 138 | 66.7 | 0.0 | 26.8 | 24.6 | 29.0 | 13.0 |
| UNKNOWN | 48 | 709 | 45.8 | 50.0 | 31.3 | 29.2 | 47.9 | 56.3 | 46 | 718 | 58.7 | 17.4 | 41.3 | 30.4 | 37.0 | 21.7 | 30.4 | 47 | 74.5 | 0.0 | 21.3 | 25.5 | 21.3 | 8.5 |
| **LUNCH PROGRAM** | | | | | | | | | | | | | | | | | | | | | | | | |
| NO F/R LUNCH | 29294 | 754 | 70.7 | 32.4 | 16.9 | 22.3 | 27.6 | 28.0 | 29312 | 764 | 77.2 | 8.6 | 25.4 | 18.3 | 17.6 | 23.3 | 22.1 | 29283 | 87.0 | 0.0 | 10.5 | 9.4 | 9.7 | 3.2 |
| FREE LUNCH | 16178 | 674 | 35.0 | 63.3 | 36.8 | 48.0 | 52.9 | 57.7 | 16218 | 684 | 41.5 | 29.0 | 50.9 | 45.3 | 43.1 | 47.2 | 53.6 | 16182 | 60.3 | 0.0 | 31.6 | 33.8 | 31.6 | 11.6 |
| REDUCED LUNCH | 3377 | 702 | 49.1 | 51.5 | 27.1 | 36.8 | 43.0 | 46.6 | 3381 | 714 | 57.3 | 18.2 | 40.6 | 32.5 | 30.8 | 36.9 | 41.3 | 3372 | 73.8 | 0.0 | 20.5 | 21.4 | 20.7 | 6.4 |
| UNKNOWN | 216 | 700 | 48.6 | 50.0 | 31.5 | 37.5 | 43.5 | 44.4 | 221 | 715 | 59.7 | 22.2 | 38.0 | 29.9 | 32.1 | 40.7 | 37.1 | 222 | 71.2 | 0.0 | 23.4 | 22.5 | 22.1 | 9.5 |
| **HANDICAPPED** | | | | | | | | | | | | | | | | | | | | | | | | |
| HANDICAPPED | 2454 | 639 | 19.1 | 77.2 | 52.3 | 59.5 | 69.6 | 66.3 | 2468 | 640 | 21.6 | 47.0 | 68.5 | 58.8 | 62.5 | 69.0 | 69.9 | 2439 | 34.3 | 0.0 | 57.1 | 53.8 | 51.5 | 25.4 |
| NOT HANDICAPPED | 46181 | 729 | 59.5 | 42.1 | 22.7 | 30.3 | 35.3 | 37.6 | 46237 | 739 | 66.3 | 14.4 | 33.1 | 26.5 | 25.0 | 30.2 | 31.9 | 46195 | 79.5 | 0.0 | 16.1 | 16.4 | 15.9 | 5.2 |
| UNKNOWN | 430 | 699 | 44.0 | 55.3 | 30.0 | 36.5 | 44.9 | 50.9 | 427 | 710 | 54.1 | 23.2 | 39.8 | 34.0 | 34.9 | 36.8 | 41.0 | 425 | 71.5 | 0.0 | 24.9 | 23.1 | 23.5 | 6.8 |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **REPEATER** | | | | | | | | | | | | | | | | | | | | | | | | |
| REPEATER | 2090 | 668 | 32.2 | 66.0 | 39.1 | 47.4 | 57.1 | 57.6 | 2101 | 680 | 39.3 | 27.9 | 52.0 | 45.3 | 45.1 | 51.0 | 55.2 | 2095 | 55.5 | 0.0 | 37.6 | 36.6 | 35.1 | 13.1 |
| NON-REPEATER | 46607 | 727 | 58.6 | 42.9 | 23.5 | 31.1 | 36.1 | 38.2 | 46660 | 737 | 65.2 | 15.5 | 34.1 | 27.3 | 26.1 | 31.2 | 32.8 | 46594 | 78.3 | 0.0 | 17.3 | 17.4 | 16.9 | 5.9 |
| UNKNOWN | 368 | 687 | 40.2 | 56.0 | 34.5 | 37.8 | 48.1 | 52.7 | 371 | 695 | 47.2 | 21.8 | 46.6 | 40.7 | 37.2 | 46.4 | 47.2 | 370 | 65.1 | 0.0 | 28.1 | 26.8 | 24.6 | 7.8 |
| **ALL STUDENTS** | 49065 | 724 | 57.3 | 44.0 | 24.2 | 31.9 | 37.1 | 39.2 | 49132 | 734 | 64.0 | 16.1 | 35.0 | 28.2 | 27.0 | 32.2 | 33.9 | 49059 | 77.2 | 0.0 | 18.2 | 18.3 | 17.7 | 6.2 |

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD

# SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
# DEMOGRAPHIC REPORT
## STATE REPORT

**GRADE 11**
TEST DATE MAY 85

| | MATHEMATICS | | | | | | | | READING | | | | | | | | | WRITING | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | TOTAL % NEEDING IMPROVEMENT | | | | | | | | TOTAL % NEEDING IMPROVEMENT | | | | | | | | TOTAL % NEEDING IMPROVEMENT | | | | |
| | NUMBER OF STUDENTS | MEAN SCALE SCORE | % ABOVE STD | CN | OP | ME | GE | PS | NUMBER OF STUDENTS | MEAN SCALE SCORE | % ABOVE STD | DW | DE | MI | RE | IN | AL | NUMBER OF STUDENTS | % ABOVE STD | HN | MC | WU | SF | CP |
| **SEX** | | | | | | | | | | | | | | | | | | | | | | | | |
| MALE | 18296 | 773 | 75.7 | 25.6 | 20.3 | 28.0 | 16.3 | 21.8 | 18321 | 745 | 68.0 | 25.3 | 29.8 | 32.5 | 27.0 | 31.5 | 23.1 | 18306 | 73.3 | 0.0 | 15.7 | 20.5 | 16.0 | 6.5 |
| FEMALE | 18805 | 758 | 71.0 | 26.8 | 18.4 | 39.0 | 18.8 | 24.9 | 18834 | 759 | 73.5 | 24.2 | 20.7 | 31.9 | 19.8 | 26.8 | 17.6 | 18837 | 83.8 | 0.0 | 7.4 | 12.6 | 10.2 | 3.4 |
| UNKNOWN | 28 | 740 | 75.0 | 28.6 | 21.4 | 35.7 | 21.4 | 25.0 | 28 | 735 | 71.4 | 25.0 | 28.6 | 32.1 | 42.9 | 35.7 | 32.1 | 27 | 70.4 | 0.0 | 14.8 | 22.2 | 22.2 | 3.7 |
| **ETHNICITY** | | | | | | | | | | | | | | | | | | | | | | | | |
| WHITE | 22229 | 803 | 87.0 | 16.7 | 11.8 | 17.6 | 10.2 | 13.1 | 22256 | 787 | 85.4 | 11.1 | 15.0 | 18.2 | 13.5 | 17.5 | 10.8 | 22240 | 91.0 | 0.0 | 5.1 | 5.5 | 5.3 | 1.9 |
| BLACK | 14436 | 708 | 51.9 | 41.1 | 31.1 | 58.4 | 29.1 | 39.1 | 14463 | 698 | 48.3 | 45.6 | 40.9 | 53.8 | 38.6 | 47.1 | 35.0 | 14465 | 59.7 | 0.0 | 21.3 | 33.3 | 24.9 | 9.6 |
| HISPANIC | 104 | 757 | 75.0 | 27.9 | 24.0 | 29.8 | 18.3 | 25.0 | 103 | 754 | 74.8 | 24.3 | 22.3 | 27.2 | 22.3 | 25.2 | 14.6 | 105 | 80.0 | 0.0 | 9.5 | 18.1 | 16.2 | 6.7 |
| ASIAN-AMERICAN | 210 | 824 | 91.0 | 11.9 | 8.1 | 15.2 | 7.1 | 13.8 | 211 | 779 | 77.7 | 21.3 | 20.9 | 25.6 | 15.6 | 19.4 | 13.7 | 210 | 73.8 | 0.0 | 8.1 | 22.4 | 15.2 | 5.2 |
| AMERICAN INDIAN | 82 | 753 | 73.2 | 23.2 | 22.0 | 37.8 | 15.9 | 28.0 | 82 | 721 | 58.5 | 36.6 | 35.4 | 36.6 | 36.6 | 40.2 | 23.2 | 83 | 73.5 | 0.0 | 14.5 | 24.1 | 19.3 | 7.2 |
| UNKNOWN | 68 | 745 | 63.2 | 27.9 | 27.9 | 36.8 | 25.0 | 39.7 | 68 | 718 | 57.4 | 32.4 | 32.4 | 45.6 | 36.8 | 41.2 | 29.4 | 67 | 71.6 | 0.0 | 16.4 | 20.9 | 17.9 | 3.0 |
| **LUNCH PROGRAM** | | | | | | | | | | | | | | | | | | | | | | | | |
| NO F/R LUNCH | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| FREE LUNCH | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| REDUCED LUNCH | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| UNKNOWN | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **HANDICAPPED** | | | | | | | | | | | | | | | | | | | | | | | | |
| HANDICAPPED | 835 | 658 | 22.6 | 64.9 | 60.2 | 77.4 | 49.7 | 57.2 | 840 | 631 | 14.9 | 74.2 | 78.1 | 80.5 | 69.8 | 76.4 | 61.5 | 837 | 22.8 | 0.2 | 50.1 | 61.8 | 50.4 | 27.2 |
| NOT HANDICAPPED | 34972 | 769 | 74.6 | 25.2 | 18.2 | 32.3 | 16.7 | 22.4 | 35020 | 755 | 72.3 | 23.5 | 23.8 | 30.9 | 22.1 | 27.9 | 19.2 | 35011 | 80.0 | 0.0 | 10.5 | 15.4 | 12.1 | 4.4 |
| UNKNOWN | 1322 | 753 | 69.4 | 28.4 | 24.1 | 39.0 | 20.9 | 26.9 | 1323 | 740 | 67.5 | 26.5 | 28.3 | 36.0 | 28.6 | 32.3 | 22.6 | 1322 | 77.5 | 0.0 | 12.9 | 17.6 | 14.9 | 3.9 |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **REPEATER** | | | | | | | | | | | | | | | | | | | | | | | | |
| REPEATER | 1079 | 703 | 47.5 | 47.2 | 38.6 | 55.9 | 32.3 | 38.8 | 1084 | 687 | 42.0 | 46.8 | 52.7 | 58.3 | 47.0 | 55.3 | 40.0 | 1080 | 51.8 | 0.0 | 27.7 | 38.5 | 30.3 | 11.4 |
| NON-REPEATER | 35373 | 768 | 74.1 | 25.6 | 18.7 | 32.9 | 17.1 | 22.9 | 35422 | 754 | 71.7 | 24.1 | 24.3 | 31.4 | 22.6 | 28.3 | 19.7 | 35414 | 79.4 | 0.0 | 11.0 | 15.9 | 12.5 | 4.8 |
| UNKNOWN | 677 | 758 | 70.8 | 27.2 | 20.4 | 35.5 | 21.7 | 23.3 | 677 | 748 | 71.0 | 23.9 | 25.6 | 31.0 | 27.0 | 31.2 | 20.1 | 676 | 79.7 | 0.0 | 13.6 | 16.6 | 14.5 | 3.3 |
| **ALL STUDENTS** | 37129 | 766 | 73.3 | 26.2 | 19.3 | 33.6 | 17.6 | 23.4 | 37183 | 752 | 70.8 | 24.7 | 25.2 | 32.2 | 23.4 | 29.1 | 20.3 | 37170 | 78.6 | 0.0 | 11.5 | 16.5 | 13.1 | 4.9 |

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

## Appendix G

## BSAP TEST RESULTS BY DISTRICT, 1981 TO 1985, GRADES 1, 2, 3, 6, 8, AND 11

## BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

| | | BSAP READING | | | | | | BSAP MATHEMATICS | | | | | | BSAP WRITING | | | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | % MEETING STANDARD | | | | | | % MEETING STANDARD | | | | | | % MEETING STANDARD | | | FREE |
| DISTRICT | SCHOOL YEAR | G1 | G2 | G3 | G6 | G8 | G11 | G1 | G2 | G3 | G6 | G8 | G11 | G6 | G8 | G11 | LUNCH |
| ABBEVILLE | 1980-1981 | 66.3 | 63.6 | 70.9 | 47.9 | 49.6 | * | 60.9 | 72.8 | 74.4 | 38.8 | 36.1 | * | * | * | * | * |
| | 1981-1982 | 73.4 | 72.0 | 76.8 | 55.4 | 44.0 | 69.5 | 69.5 | 68.2 | 78.7 | 38.2 | 33.2 | 78.9 | * | * | * | * |
| | 1982-1983 | 81.0 | 81.2 | 78.8 | 53.8 | 56.7 | 66.7 | 78.3 | 86.9 | 81.9 | 46.4 | 28.1 | 67.4 | 67.3 | 62.5 | 70.3 | 37.3 |
| | 1983-1984 | 83.7 | 75.9 | 80.4 | 64.1 | 63.4 | 67.7 | 86.9 | 88.0 | 85.8 | 52.3 | 46.5 | 63.3 | 71.8 | 76.0 | 62.1 | 37.8 |
| | 1984-1985 | 81.3 | 87.4 | 87.1 | 64.0 | 63.5 | 69.6 | 84.4 | 92.2 | 87.9 | 60.3 | 50.4 | 72.1 | 75.2 | 76.0 | 78.7 | 33.2 |
| AIKEN | 1980-1981 | 68.5 | 60.5 | 67.4 | 55.4 | 51.8 | * | 67.3 | 68.3 | 60.4 | 50.2 | 46.1 | * | * | * | * | * |
| | 1981-1982 | 69.4 | 72.8 | 69.1 | 60.7 | 50.0 | 65.2 | 64.8 | 70.5 | 67.6 | 51.7 | 42.3 | 66.2 | * | * | * | * |
| | 1982-1983 | 76.7 | 72.3 | 78.4 | 68.6 | 60.8 | 63.2 | 75.0 | 75.6 | 74.6 | 58.2 | 44.2 | 65.8 | 67.6 | 64.1 | 66.8 | 34.3 |
| | 1983-1984 | 80.7 | 81.3 | 77.4 | 70.4 | 65.5 | 70.6 | 81.1 | 79.9 | 78.1 | 58.8 | 54.1 | 68.0 | 76.1 | 73.8 | 71.8 | 35.1 |
| | 1984-1985 | 80.6 | 81.2 | 85.3 | 68.0 | 66.3 | 70.6 | 82.7 | 83.5 | 79.3 | 60.7 | 59.8 | 74.2 | 71.6 | 77.7 | 80.2 | 30.1 |
| ALLENDALE | 1980-1981 | 68.4 | 62.2 | 62.5 | 45.1 | 41.6 | * | 67.0 | 64.0 | 40.5 | 32.6 | 39.6 | * | * | * | * | * |
| | 1981-1982 | 57.3 | 63.7 | 62.3 | 52.5 | 38.9 | 26.3 | 51.2 | 50.3 | 51.6 | 41.9 | 31.1 | 36.8 | * | * | * | * |
| | 1982-1983 | 66.7 | 52.3 | 67.8 | 55.1 | 36.9 | 38.8 | 77.1 | 56.5 | 55.7 | 36.8 | 26.8 | 43.5 | 56.8 | 35.6 | 44.5 | 76.1 |
| | 1983-1984 | 71.8 | 65.9 | 61.0 | 48.3 | 46.7 | 45.6 | 77.4 | 76.2 | 62.8 | 40.2 | 41.2 | 45.6 | 49.4 | 50.7 | 49.7 | 77.0 |
| | 1984-1985 | 74.2 | 74.9 | 70.2 | 55.8 | 43.0 | 46.2 | 80.9 | 78.0 | 62.3 | 47.7 | 41.9 | 46.2 | 68.2 | 56.3 | 60.8 | 67.9 |
| ANDERSON 1 | 1990-1981 | 78.7 | 71.7 | 73.3 | 62.5 | 62.6 | * | 80.1 | 81.3 | 67.3 | 53.6 | 52.3 | * | * | * | * | * |
| | 1981-1982 | 75.5 | 76.5 | 76.0 | 73.2 | 60.6 | 80.3 | 78.3 | 75.9 | 69.8 | 61.3 | 44.9 | 78.4 | * | * | * | * |
| | 1982-1983 | 91.5 | 88.3 | 91.5 | 79.0 | 72.2 | 80.9 | 92.0 | 93.2 | 92.1 | 81.9 | 50.5 | 78.3 | 81.9 | 72.9 | 74.5 | 19.1 |
| | 1983-1984 | 96.3 | 90.7 | 93.2 | 78.8 | 77.2 | 88.8 | 97.4 | 93.3 | 92.9 | 78.4 | 78.3 | 81.1 | 83.6 | 85.2 | 80.0 | 18.8 |
| | 1984-1985 | 91.9 | 92.0 | 91.6 | 79.8 | 81.4 | 36.8 | 92.7 | 93.0 | 89.1 | 84.7 | 72.8 | 84.0 | 86.3 | 98.3 | 89.0 | 16.6 |
| ANDERSON 2 | 1980-1981 | 74.5 | 63.3 | 74.2 | 62.5 | 64.0 | * | 72.4 | 74.1 | 67.2 | 54.4 | 44.9 | * | * | * | * | * |
| | 1981-1982 | 81.5 | 68.4 | 75.9 | 66.3 | 66.8 | 71.0 | 74.7 | 61.8 | 77.8 | 41.1 | 55.6 | 75.0 | * | * | * | * |
| | 1982-1983 | 76.5 | 75.5 | 74.7 | 67.2 | 73.1 | 59.7 | 80.1 | 75.8 | 80.2 | 56.9 | 58.1 | 62.2 | 68.7 | 71.1 | 64.5 | 25.3 |
| | 1983-1984 | 83.8 | 78.6 | 84.9 | 76.2 | 75.1 | 73.4 | 83.8 | 82.2 | 87.9 | 76.9 | 65.3 | 68.2 | 73.3 | 77.7 | 69.6 | 25.4 |
| | 1984-1985 | 80.9 | 77.8 | 96.0 | 63.4 | 74.3 | 69.4 | 79.8 | 77.2 | 89.3 | 71.7 | 74.0 | 74.0 | 84.9 | 83.0 | 85.4 | 22.1 |
| ANDERSON 3 | 1980-1981 | 69.4 | 67.4 | 74.0 | 55.0 | 55.0 | * | 74.4 | 72.1 | 66.1 | 41.3 | 40.2 | * | * | * | * | * |
| | 1991-1982 | 77.2 | 70.2 | 77.6 | 65.7 | 49.5 | 70.3 | 71.8 | 66.7 | 74.0 | 53.5 | 22.0 | 67.7 | * | * | * | * |
| | 1982-1983 | 81.6 | 76.2 | 74.6 | 69.0 | 58.7 | 65.0 | 81.0 | 74.6 | 69.6 | 58.4 | 36.3 | 52.5 | 70.6 | 60.3 | 67.4 | 26.8 |
| | 1983-1984 | 87.7 | 75.8 | 82.1 | 72.0 | 65.7 | 72.6 | 85.1 | 77.7 | 75.4 | 59.4 | 50.2 | 60.5 | 70.5 | 74.8 | 61.3 | 27.9 |
| | 1984-1985 | 89.0 | 84.3 | 90.0 | 80.6 | 78.5 | 85.0 | 87.9 | 91.6 | 90.0 | 70.0 | 64.9 | 80.8 | 83.1 | 82.3 | 94.2 | 22.0 |
| ANDERSON 4 | 1980-1981 | 77.6 | 75.1 | 79.5 | 60.9 | 59.5 | * | 73.6 | 84.8 | 64.4 | 45.7 | 47.8 | * | * | * | * | * |
| | 1981-1982 | 75.0 | 95.0 | 82.1 | 66.3 | 61.4 | 75.3 | 70.5 | 79.4 | 72.8 | 52.9 | 39.8 | 72.7 | * | * | * | * |
| | 1982-1983 | 83.3 | 85.6 | 84.0 | 76.3 | 64.3 | 75.9 | 78.5 | 91.4 | 87.4 | 64.2 | 30.7 | 69.0 | 87.9 | 71.6 | 71.0 | 31.6 |
| | 1983-1984 | 85.4 | 83.4 | 91.7 | 75.4 | 71.2 | 62.0 | 87.0 | 92.0 | 88.2 | 59.6 | 49.5 | 57.3 | 77.3 | 79.4 | 72.0 | 32.3 |
| | 1984-1985 | 89.4 | 91.6 | 87.0 | 80.6 | 77.5 | 78.8 | 86.9 | 94.4 | 76.9 | 67.7 | 54.5 | 79.5 | 93.0 | 80.1 | 83.4 | 27.5 |
| ANDERSON 5 | 1980-1981 | 71.9 | 72.6 | 77.4 | 69.1 | 59.7 | * | 74.0 | 80.4 | 68.0 | 56.2 | 43.3 | * | * | * | * | * |
| | 1981-1982 | 75.3 | 71.8 | 79.7 | 72.0 | 57.3 | 71.8 | 75.7 | 69.6 | 83.2 | 59.9 | 38.8 | 72.0 | * | * | * | * |
| | 1982-1983 | 76.9 | 74.8 | 84.1 | 74.2 | 61.6 | 65.9 | 80.6 | 81.0 | 82.7 | 65.1 | 45.6 | 60.2 | 74.6 | 71.4 | 71.9 | 30.9 |
| | 1983-1984 | 82.6 | 92.4 | 95.7 | 75.6 | 63.6 | 72.5 | 84.1 | 88.1 | 86.4 | 67.1 | 50.1 | 62.4 | 92.0 | 74.8 | 73.9 | 31.6 |
| | 1984-1985 | 85.6 | 83.4 | 88.6 | 92.7 | 65.7 | 72.8 | 86.7 | 90.2 | 83.6 | 73.5 | 58.0 | 71.4 | 82.6 | 79.0 | 82.5 | 28.2 |

## BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

| DISTRICT | SCHOOL YEAR | BSAP READING % MEETING STANDARD | | | | | | BSAP MATHEMATICS % MEETING STANDARD | | | | | | BSAP WRITING % MEETING STANDARD | | | % FREE LUNCH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | G1 | G2 | G3 | G6 | G8 | G11 | G1 | G2 | G3 | G6 | G8 | G11 | G6 | G8 | G11 | |
| BAMBERG 1 | 1980-1981 | 73.3 | 60.1 | 68.9 | 45.8 | 51.5 | * | 55.9 | 62.2 | 60.5 | 43.1 | 35.8 | * | * | * | * | * |
| | 1981-1982 | 79.1 | 57.2 | 58.1 | 57.5 | 42.6 | 52.0 | 68.2 | 56.5 | 54.7 | 39.1 | 32.2 | 48.0 | * | * | * | * |
| | 1982-1983 | 89.1 | 64.7 | 64.6 | 54.1 | 48.7 | 54.5 | 81.5 | 81.2 | 61.1 | 50.9 | 28.0 | 53.1 | 59.7 | 65.3 | 54.5 | 62.7 |
| | 1983-1984 | 77.4 | 74.6 | 75.2 | 62.3 | 47.4 | 56.3 | 80.8 | 81.0 | 70.8 | 47.3 | 42.5 | 55.7 | 69.7 | 60.9 | 62.3 | 65.4 |
| | 1984-1985 | 84.2 | 84.3 | 89.6 | 71.1 | 63.0 | 65.8 | 80.8 | 92.6 | 74.8 | 53.0 | 52.7 | 67.5 | 79.9 | 80.7 | 65.5 | 59.6 |
| BAMBERG 2 | 1980-1981 | 49.6 | 39.6 | 37.3 | 49.1 | 37.9 | * | 55.2 | 52.8 | 35.7 | 34.8 | 18.4 | * | * | * | * | * |
| | 1981-1982 | 47.5 | 33.9 | 41.5 | 50.0 | 36.4 | 44.4 | 51.7 | 38.6 | 44.2 | 36.3 | 18.2 | 49.5 | * | * | * | * |
| | 1982-1983 | 76.8 | 73.1 | 58.5 | 43.3 | 48.6 | 35.2 | 71.2 | 80.7 | 68.3 | 46.3 | 18.3 | 33.0 | 52.1 | 64.2 | 64.0 | 79.5 |
| | 1983-1984 | 85.4 | 64.8 | 58.7 | 46.9 | 45.1 | 46.9 | 81.0 | 68.5 | 72.5 | 43.4 | 74.3 | 34.7 | 46.9 | 76.1 | 43.9 | 81.3 |
| | 1984-1985 | 78.9 | 78.6 | 69.8 | 41.7 | 53.2 | 52.9 | 76.6 | 81.0 | 67.2 | 37.5 | 61.5 | 47.1 | 53.3 | 68.8 | 69.0 | 76.6 |
| BARNWELL 19 | 1980-1981 | 64.0 | 57.9 | 64.9 | 55.8 | 28.2 | * | 70.8 | 76.8 | 73.4 | 44.2 | 15.4 | * | * | * | * | * |
| | 1981-1982 | 50.0 | 56.3 | 74.7 | 54.8 | 41.6 | 53.8 | 56.0 | 72.5 | 75.8 | 43.0 | 27.3 | 53.8 | * | * | * | * |
| | 1982-1983 | 66.3 | 69.2 | 90.1 | 48.1 | 61.9 | 57.3 | 79.1 | 85.9 | 84.0 | 47.2 | 51.5 | 49.3 | 48.1 | 55.7 | 54.7 | 73.2 |
| | 1983-1984 | 92.4 | 78.3 | 90.9 | 54.3 | 64.5 | 49.3 | 79.1 | 91.6 | 94.8 | 54.7 | 58.1 | 45.1 | 54.7 | 76.1 | 52.1 | 74.3 |
| | 1984-1985 | 89.0 | 77.4 | 93.6 | 61.3 | 62.8 | 60.4 | 87.8 | 94.0 | 91.0 | 69.9 | 62.4 | 69.8 | 59.1 | 72.8 | 73.6 | 69.8 |
| BARNWELL 29 | 1980-1981 | 79.1 | 48.8 | 63.5 | 47.3 | 28.2 | * | 68.6 | 54.8 | 67.1 | 47.3 | 21.1 | * | * | * | * | * |
| | 1981-1982 | 61.5 | 55.7 | 57.7 | 58.4 | 45.0 | 58.3 | 51.3 | 53.4 | 57.7 | 53.2 | 25.0 | 51.7 | * | * | * | * |
| | 1982-1983 | 54.1 | 63.6 | 62.4 | 41.8 | 41.2 | 53.8 | 51.8 | 62.3 | 64.7 | 49.5 | 27.5 | 61.5 | 79.3 | 50.0 | 69.2 | 53.2 |
| | 1983-1984 | 69.9 | 52.9 | 57.1 | 55.9 | 55.0 | 58.7 | 71.1 | 58.3 | 80.5 | 52.7 | 69.1 | 44.4 | 69.9 | 67.1 | 47.6 | 52.5 |
| | 1984-1985 | 81.3 | 84.0 | 94.1 | 62.9 | 53.7 | 65.1 | 87.5 | 97.3 | 84.1 | 62.3 | 63.7 | 58.1 | 62.9 | 73.7 | 59.1 | 46.7 |
| BARNWELL 45 | 1980-1981 | 62.1 | 54.6 | 57.3 | 53.8 | 45.3 | * | 53.7 | 63.2 | 48.3 | 42.2 | 36.5 | * | * | * | * | * |
| | 1981-1982 | 68.1 | 74.5 | 61.7 | 62.4 | 57.7 | 64.2 | 69.1 | 83.0 | 60.1 | 49.7 | 38.3 | 65.0 | * | * | * | * |
| | 1982-1983 | 76.7 | 68.0 | 80.1 | 59.6 | 53.8 | 64.3 | 83.6 | 76.2 | 75.2 | 47.9 | 41.9 | 59.2 | 72.2 | 62.7 | 65.3 | 46.8 |
| | 1983-1984 | 89.0 | 71.5 | 64.1 | 55.9 | 55.1 | 65.3 | 81.4 | 86.8 | 71.2 | 42.9 | 47.3 | 54.0 | 68.0 | 81.5 | 70.0 | 46.9 |
| | 1984-1985 | 81.7 | 81.0 | 75.6 | 52.7 | 62.4 | 71.9 | 84.0 | 82.8 | 81.3 | 51.1 | 52.5 | 70.5 | 76.2 | 78.7 | 88.5 | 42.2 |
| BEAUFORT | 1980-1981 | 65.0 | 60.0 | 61.8 | 51.2 | 38.1 | * | 60.7 | 65.6 | 50.1 | 40.2 | 38.4 | * | * | * | * | * |
| | 1981-1982 | 68.0 | 65.1 | 61.3 | 54.5 | 43.6 | 53.9 | 62.1 | 53.4 | 59.0 | 43.0 | 39.1 | 59.4 | * | * | * | * |
| | 1982-1983 | 71.6 | 62.2 | 68.3 | 58.2 | 43.4 | 51.7 | 68.0 | 69.1 | 62.3 | 53.5 | 30.3 | 53.9 | 75.0 | 56.9 | 57.0 | 49.0 |
| | 1983-1984 | 79.3 | 66.2 | 69.8 | 59.1 | 48.7 | 56.7 | 75.2 | 68.4 | 64.6 | 43.1 | 40.1 | 56.8 | 66.6 | 68.5 | 62.2 | 50.5 |
| | 1984-1985 | 80.4 | 69.8 | 76.7 | 62.6 | 53.5 | 66.3 | 80.7 | 78.3 | 67.2 | 54.4 | 45.4 | 71.4 | 70.9 | 73.3 | 77.0 | 42.3 |
| BERKELEY | 1980-1981 | 70.5 | 65.4 | 72.9 | 55.5 | 56.7 | * | 70.3 | 72.9 | 65.2 | 50.8 | 56.2 | * | * | * | * | * |
| | 1981-1982 | 73.7 | 71.2 | 73.7 | 69.1 | 56.5 | 65.6 | 69.4 | 69.1 | 72.0 | 53.3 | 47.5 | 68.9 | * | * | * | * |
| | 1982-1983 | 73.7 | 69.1 | 79.3 | 62.8 | 53.8 | 63.2 | 76.3 | 77.9 | 75.2 | 55.0 | 42.2 | 63.1 | 67.8 | 67.7 | 67.6 | 31.8 |
| | 1983-1984 | 80.7 | 73.7 | 79.7 | 64.8 | 66.7 | 69.5 | 82.7 | 84.1 | 78.1 | 56.9 | 55.0 | 66.6 | 74.2 | 76.2 | 68.7 | 31.1 |
| | 1984-1985 | 82.5 | 77.9 | 82.8 | 63.3 | 65.8 | 71.5 | 83.1 | 83.4 | 76.8 | 58.5 | 57.1 | 73.4 | 77.3 | 76.3 | 75.8 | 27.9 |
| CALHOUN | 1980-1981 | 69.8 | 45.6 | 57.8 | 36.1 | 28.6 | * | 64.5 | 62.4 | 54.7 | 25.6 | 13.9 | * | * | * | * | * |
| | 1981-1982 | 78.5 | 58.5 | 63.6 | 34.6 | 36.7 | 37.9 | 75.0 | 45.6 | 66.4 | 24.0 | 17.6 | 40.4 | * | * | * | * |
| | 1982-1983 | 72.0 | 60.7 | 68.9 | 30.4 | 36.4 | 35.4 | 80.0 | 69.8 | 64.2 | 28.6 | 20.7 | 35.5 | 36.7 | 41.8 | 37.6 | 87.4 |
| | 1983-1984 | 85.7 | 64.1 | 73.5 | 44.7 | 33.8 | 38.4 | 80.6 | 72.1 | 78.9 | 41.2 | 38.1 | 42.0 | 49.8 | 53.7 | 41.3 | 37.3 |
| | 1984-1985 | 88.0 | 65.5 | 67.9 | 47.9 | 39.3 | 43.0 | 90.4 | 77.6 | 73.6 | 38.3 | 33.5 | 54.7 | 43.7 | 49.1 | 51.7 | 79.1 |

## BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

| | | BSAP READING % MEETING STANDARD | | | | | | BSAP MATHEMATICS % MEETING STANDARD | | | | | | BSAP WRITING % MEETING STANDARD | | | % FREE LUNCH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DISTRICT | SCHOOL YEAR | G1 | G2 | G3 | G6 | G8 | G11 | G1 | G2 | G3 | G6 | G8 | G11 | G6 | G8 | G11 | |
| CHARLESTON | 1980-1981 | 74.8 | 68.0 | 71.8 | 55.2 | 48.0 | * | 71.5 | 74.9 | 66.4 | 45.9 | 37.3 | * | * | * | * | * |
| | 1981-1982 | 76.6 | 74.8 | 71.4 | 61.6 | 51.8 | 67.9 | 71.2 | 66.9 | 67.9 | 47.4 | 33.7 | 68.9 | * | * | * | * |
| | 1982-1983 | 75.5 | 73.7 | 83.4 | 64.2 | 57.2 | 67.8 | 74.4 | 75.7 | 77.3 | 51.3 | 37.5 | 63.0 | 67.1 | 66.4 | 65.9 | 45.0 |
| | 1983-1984 | 80.2 | 80.4 | 83.7 | 71.6 | 59.9 | 69.0 | 80.8 | 84.6 | 83.7 | 60.0 | 49.5 | 61.1 | 72.6 | 72.0 | 65.8 | 47.8 |
| | 1984-1985 | 80.4 | 82.6 | 89.5 | 72.5 | 71.4 | 74.1 | 83.0 | 86.4 | 83.6 | 65.1 | 57.0 | 73.7 | 73.5 | 78.7 | 79.8 | 41.9 |
| CHEROKEE | 1980-1981 | 74.1 | 50.3 | 62.1 | 52.8 | 42.9 | * | 74.8 | 64.2 | 66.1 | 56.5 | 42.7 | * | * | * | * | * |
| | 1981-1982 | 66.8 | 58.3 | 57.3 | 54.9 | 42.2 | 61.8 | 69.3 | 55.7 | 66.8 | 48.0 | 37.9 | 67.2 | * | * | * | * |
| | 1982-1983 | 74.8 | 61.6 | 67.6 | 53.3 | 47.9 | 59.3 | 77.2 | 75.6 | 77.1 | 59.4 | 29.1 | 60.0 | 76.1 | 70.3 | 66.6 | 38.1 |
| | 1983-1984 | 81.4 | 69.4 | 74.1 | 57.9 | 48.7 | 63.0 | 82.0 | 84.5 | 80.4 | 60.6 | 39.3 | 62.3 | 73.3 | 70.4 | 71.6 | 39.0 |
| | 1984-1985 | 84.6 | 76.0 | 81.0 | 64.4 | 52.9 | 72.0 | 84.7 | 86.5 | 80.9 | 63.2 | 45.0 | 75.3 | 74.4 | 75.7 | 81.4 | 34.6 |
| CHESTER | 1980-1981 | 49.2 | 40.1 | 54.3 | 36.5 | 38.8 | * | 58.5 | 44.6 | 52.9 | 33.0 | 32.3 | * | * | * | * | * |
| | 1981-1982 | 53.7 | 40.9 | 45.9 | 43.6 | 36.7 | 49.2 | 55.0 | 37.9 | 49.3 | 32.0 | 26.7 | 50.0 | * | * | * | * |
| | 1982-1983 | 58.2 | 49.4 | 55.6 | 48.4 | 46.9 | 43.9 | 62.7 | 62.0 | 61.0 | 46.4 | 25.1 | 44.7 | 60.9 | 54.3 | 53.3 | 46.6 |
| | 1983-1984 | 61.2 | 57.5 | 60.8 | 54.5 | 46.7 | 52.7 | 77.7 | 71.3 | 67.6 | 39.4 | 33.8 | 52.3 | 60.8 | 61.0 | 55.5 | 47.6 |
| | 1984-1985 | 71.3 | 63.9 | 72.5 | 61.8 | 58.8 | 55.9 | 80.5 | 78.0 | 79.0 | 60.6 | 42.9 | 60.3 | 67.2 | 68.7 | 74.2 | 43.3 |
| CHESTERFIELD | 1980-1981 | 59.4 | 49.3 | 60.1 | 49.2 | 43.2 | * | 68.3 | 62.5 | 61.3 | 37.0 | 33.1 | * | * | * | * | * |
| | 1981-1982 | 63.3 | 56.4 | 65.7 | 50.2 | 45.7 | 56.5 | 62.9 | 55.1 | 66.1 | 35.4 | 30.0 | 62.7 | * | * | * | * |
| | 1982-1983 | 70.9 | 65.1 | 76.2 | 58.0 | 51.0 | 64.1 | 74.2 | 68.2 | 78.0 | 53.9 | 30.7 | 64.8 | 66.5 | 53.3 | 75.8 | 49.0 |
| | 1983-1984 | 70.6 | 64.8 | 72.8 | 66.0 | 54.1 | 70.2 | 74.7 | 73.5 | 73.8 | 57.4 | 43.4 | 72.2 | 69.6 | 60.7 | 72.6 | 49.4 |
| | 1984-1985 | 74.2 | 68.6 | 79.9 | 71.6 | 69.5 | 75.4 | 77.4 | 73.1 | 77.3 | 65.3 | 52.7 | 82.9 | 71.4 | 80.2 | 80.7 | 43.4 |
| CLARENDON 1 | 1980-1981 | 53.8 | 31.0 | 39.0 | 26.4 | 13.2 | * | 47.4 | 50.4 | 37.1 | 15.7 | 6.3 | * | * | * | * | * |
| | 1981-1982 | 63.6 | 18.8 | 44.2 | 20.2 | 12.2 | 27.5 | 47.7 | 38.8 | 87.5 | 13.8 | 13.3 | 32.8 | * | * | * | * |
| | 1982-1983 | 57.7 | 34.1 | 35.9 | 25.2 | 15.2 | 24.7 | 55.7 | 47.1 | 43.6 | 43.2 | 2.2 | 20.6 | 29.1 | 15.2 | 18.1 | 98.4 |
| | 1983-1984 | 65.3 | 64.0 | 56.4 | 43.9 | 28.0 | 24.6 | 66.9 | 82.6 | 74.4 | 35.6 | 33.7 | 19.1 | 46.9 | 30.6 | 32.5 | 107.8 |
| | 1984-1985 | 75.4 | 43.8 | 66.7 | 28.7 | 35.1 | 27.4 | 66.1 | 58.0 | 62.2 | 29.6 | 68.4 | 34.5 | 44.4 | 62.3 | 36.3 | 96.7 |
| CLARENDON 2 | 1980-1981 | 70.5 | 46.4 | 54.5 | 39.6 | 36.6 | * | 65.6 | 57.4 | 50.2 | 48.2 | 40.5 | * | * | * | * | * |
| | 1981-1982 | 54.9 | 59.5 | 52.2 | 49.8 | 41.3 | 53.0 | 60.3 | 58.0 | 63.3 | 43.4 | 34.3 | 54.7 | * | * | * | * |
| | 1982-1983 | 60.2 | 62.4 | 70.5 | 57.6 | 52.4 | 50.9 | 63.7 | 63.4 | 66.2 | 56.2 | 36.0 | 52.5 | 52.4 | 62.9 | 60.6 | 65.2 |
| | 1983-1984 | 80.4 | 53.1 | 65.9 | 56.2 | 49.2 | 53.4 | 79.4 | 62.8 | 64.9 | 45.0 | 45.8 | 63.5 | 58.9 | 69.0 | 52.6 | 66.7 |
| | 1984-1985 | 88.7 | 77.0 | 75.6 | 66.8 | 63.9 | 56.8 | 89.8 | 89.3 | 83.7 | 67.7 | 58.2 | 69.2 | 65.6 | 82.4 | 71.2 | 59.4 |
| CLARENDON 3 | 1980-1981 | 55.9 | 74.4 | 72.4 | 38.3 | 43.2 | * | 47.6 | 78.0 | 59.8 | 33.3 | 41.9 | * | * | * | * | * |
| | 1981-1982 | 43.4 | 66.7 | 64.4 | 44.7 | 39.8 | 65.8 | 30.1 | 69.5 | 66.7 | 38.2 | 59.1 | 90.3 | * | * | * | * |
| | 1982-1983 | 55.1 | 63.3 | 78.0 | 42.0 | 36.7 | 51.1 | 50.0 | 82.3 | 80.5 | 45.1 | 38.9 | 74.5 | 55.4 | 42.6 | 52.1 | 62.4 |
| | 1983-1984 | 77.3 | 84.1 | 74.1 | 53.5 | 55.8 | 58.7 | 80.0 | 97.6 | 69.0 | 40.9 | 55.8 | 63.6 | 60.9 | 76.9 | 59.1 | 64.8 |
| | 1984-1985 | 89.3 | 81.9 | 93.0 | 61.9 | 56.9 | 62.3 | 89.3 | 90.4 | 88.6 | 47.6 | 59.6 | 81.8 | 60.0 | 67.9 | 68.8 | 58.8 |
| COLLETON | 1980-1981 | 58.2 | 52.0 | 59.2 | 43.2 | 38.9 | * | 50.0 | 57.4 | 52.5 | 33.6 | 37.9 | * | * | * | * | * |
| | 1981-1982 | 69.8 | 68.7 | 63.2 | 51.7 | 41.6 | 51.7 | 52.6 | 56.4 | 53.7 | 46.1 | 39.5 | 57.0 | * | * | * | * |
| | 1982-1983 | 66.5 | 67.6 | 73.9 | 51.6 | 41.9 | 49.7 | 64.2 | 70.3 | 74.3 | 41.3 | 31.9 | 50.3 | 65.5 | 53.2 | 58.4 | 58.4 |
| | 1983-1984 | 75.0 | 69.7 | 74.7 | 59.3 | 52.3 | 53.1 | 72.1 | 78.7 | 79.3 | 48.9 | 44.2 | 53.9 | 64.9 | 56.7 | 45.9 | 63.1 |
| | 1984-1985 | 77.3 | 74.5 | 78.5 | 60.1 | 56.4 | 56.6 | 79.9 | 85.7 | 75.4 | 54.6 | 47.2 | 66.7 | 55.9 | 65.5 | 68.6 | 53.4 |

## BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

| DISTRICT | SCHOOL YEAR | BSAP READING % MEETING STANDARD G1 | G2 | G3 | G6 | G8 | G11 | BSAP MATHEMATICS % MEETING STANDARD G1 | G2 | G3 | G6 | G8 | G11 | BSAP WRITING % MEETING STANDARD G6 | G8 | G11 | % FREE LUNCH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DARLINGTON | 1980-1981 | 72.9 | 56.0 | 62.6 | 49.3 | 44.9 | * | 71.1 | 68.9 | 59.8 | 37.4 | 35.6 | * | * | * | * | * |
| | 1981-1982 | 78.7 | 66.8 | 65.3 | 55.2 | 40.5 | 58.5 | 74.6 | 67.9 | 65.8 | 42.2 | 32.4 | 60.3 | * | * | * | * |
| | 1982-1983 | 81.3 | 65.8 | 68.1 | 52.9 | 48.0 | 61.2 | 80.1 | 71.3 | 75.0 | 54.7 | 34.6 | 58.1 | 63.2 | 62.6 | 60.4 | 51.8 |
| | 1983-1984 | 81.9 | 72.3 | 74.2 | 60.4 | 45.2 | 64.4 | 84.2 | 77.3 | 79.3 | 48.0 | 39.9 | 57.2 | 68.1 | 62.4 | 67.1 | 51.0 |
| | 1984-1985 | 84.0 | 74.7 | 81.3 | 62.0 | 50.8 | 62.2 | 85.3 | 80.7 | 81.7 | 56.8 | 48.8 | 70.3 | 74.4 | 70.3 | 75.1 | 48.6 |
| DILLON 1 | 1980-1981 | 74.3 | 55.6 | 73.2 | 57.6 | 38.5 | * | 82.9 | 79.0 | 81.7 | 56.1 | 54.2 | * | * | * | * | * |
| | 1981-1982 | 63.9 | 70.3 | 59.6 | 57.6 | 39.3 | 49.5 | 57.8 | 70.3 | 74.2 | 56.0 | 36.0 | 48.5 | * | * | * | * |
| | 1982-1983 | 75.0 | 59.9 | 76.0 | 47.1 | 59.4 | 45.9 | 76.0 | 80.5 | 84.0 | 61.8 | 59.4 | 51.4 | 64.7 | 68.1 | 71.6 | 64.6 |
| | 1983-1984 | 84.5 | 70.1 | 65.1 | 63.9 | 59.0 | 66.7 | 70.1 | 88.3 | 81.4 | 73.5 | 72.3 | 57.1 | 72.3 | 77.1 | 76.2 | 69.4 |
| | 1984-1985 | 88.0 | 75.9 | 80.3 | 61.0 | 53.7 | 64.7 | 80.7 | 86.2 | 84.5 | 61.0 | 55.2 | 60.7 | 81.8 | 62.7 | 65.9 | 63.6 |
| DILLON 2 | 1980-1981 | 63.1 | 54.5 | 56.9 | 53.1 | 35.8 | * | 68.8 | 60.1 | 54.1 | 52.3 | 29.6 | * | * | * | * | * |
| | 1981-1982 | 61.3 | 49.2 | 56.4 | 51.9 | 41.5 | 51.2 | 62.0 | 46.4 | 67.3 | 44.9 | 32.4 | 50.2 | * | * | * | * |
| | 1982-1983 | 68.0 | 57.0 | 59.7 | 46.8 | 45.0 | 49.1 | 64.4 | 64.2 | 60.7 | 47.1 | 35.0 | 44.5 | 57.4 | 56.9 | 52.4 | 69.0 |
| | 1983-1984 | 80.2 | 64.2 | 61.1 | 50.1 | 49.7 | 52.1 | 84.3 | 76.0 | 66.9 | 42.9 | 45.5 | 49.0 | 55.0 | 59.4 | 61.0 | 68.2 |
| | 1984-1985 | 87.3 | 62.6 | 73.1 | 55.0 | 48.3 | 59.0 | 88.9 | 75.6 | 76.7 | 39.8 | 43.4 | 60.9 | 66.4 | 65.8 | 65.9 | 64.0 |
| DILLON 3 | 1980-1981 | 80.1 | 73.3 | 81.3 | 47.2 | 45.6 | * | 81.8 | 74.1 | 74.8 | 47.2 | 44.2 | * | * | * | * | * |
| | 1981-1982 | 78.2 | 71.9 | 79.1 | 46.6 | 35.6 | 53.2 | 78.7 | 71.9 | 70.5 | 48.5 | 36.3 | 61.1 | * | * | * | * |
| | 1982-1983 | 88.8 | 66.9 | 85.4 | 62.1 | 41.9 | 53.0 | 85.1 | 79.9 | 86.2 | 64.7 | 45.3 | 65.5 | 80.2 | 42.7 | 69.6 | 64.9 |
| | 1983-1984 | 89.0 | 74.7 | 81.4 | 52.3 | 57.0 | 58.6 | 86.6 | 76.7 | 89.3 | 51.5 | 63.4 | 65.7 | 69.5 | 72.0 | 73.7 | 66.9 |
| | 1984-1985 | 91.3 | 77.7 | 87.6 | 60.5 | 66.1 | 63.5 | 91.9 | 84.5 | 79.6 | 62.5 | 72.5 | 74.1 | 73.0 | 83.5 | 72.6 | 59.9 |
| DORCHESTER 1 | 1980-1981 | 60.0 | 58.7 | 66.1 | 37.3 | 32.6 | * | 56.0 | 64.2 | 62.0 | 36.4 | 18.8 | * | * | * | * | * |
| | 1981-1982 | 71.9 | 63.1 | 65.3 | 45.7 | 37.2 | 47.3 | 57.0 | 64.3 | 63.2 | 46.7 | 14.6 | 63.4 | * | * | * | * |
| | 1982-1983 | 79.4 | 60.2 | 68.9 | 45.1 | 36.2 | 35.2 | 64.3 | 64.1 | 67.0 | 47.2 | 24.8 | 52.3 | 62.0 | 56.9 | 58.0 | 66.7 |
| | 1983-1984 | 61.7 | 69.2 | 58.3 | 48.8 | 49.5 | 44.9 | 66.9 | 67.5 | 61.2 | 38.3 | 37.0 | 43.9 | 55.4 | 63.4 | 44.9 | 65.5 |
| | 1984-1985 | 78.6 | 81.8 | 79.2 | 64.4 | 53.1 | 56.8 | 78.6 | 89.1 | 68.9 | 47.8 | 50.8 | 65.6 | 73.3 | 75.0 | 66.3 | 60.8 |
| DORCHESTER 2 | 1980-1981 | 90.0 | 91.5 | 84.3 | 72.1 | 67.7 | * | 70.5 | 83.3 | 69.7 | 56.3 | 56.8 | * | * | * | * | * |
| | 1981-1982 | 78.6 | 83.5 | 83.4 | 77.1 | 69.5 | 78.6 | 69.8 | 74.2 | 73.1 | 60.6 | 62.6 | 83.5 | * | * | * | * |
| | 1982-1983 | 79.1 | 85.4 | 87.1 | 71.5 | 70.7 | 80.2 | 77.0 | 85.8 | 84.3 | 66.9 | 61.2 | 82.2 | 83.5 | 75.3 | 83.7 | 16.0 |
| | 1983-1984 | 76.8 | 86.8 | 86.7 | 74.3 | 69.1 | 82.9 | 78.2 | 87.9 | 83.6 | 67.4 | 66.9 | 78.5 | 85.7 | 80.4 | 78.8 | 16.8 |
| | 1984-1985 | 81.0 | 96.4 | 92.5 | 75.0 | 76.0 | 85.0 | 82.3 | 89.6 | 84.3 | 70.9 | 68.8 | 83.4 | 87.3 | 82.2 | 89.3 | 14.5 |
| DORCHESTER 3 | 1980-1981 | 61.7 | 38.8 | 35.6 | 31.8 | 21.3 | * | 67.9 | 45.9 | 46.6 | 18.2 | 22.9 | * | * | * | * | * |
| | 1981-1982 | 61.3 | 54.3 | 51.1 | 40.5 | 23.9 | 44.9 | 57.3 | 56.8 | 52.3 | 20.5 | 19.6 | 51.7 | * | * | * | * |
| | 1982-1983 | 63.5 | 56.9 | 56.6 | 33.0 | 27.4 | 31.9 | 64.7 | 75.0 | 57.8 | 32.0 | 12.4 | 35.7 | 51.5 | 36.0 | 25.8 | 75.1 |
| | 1983-1984 | 80.0 | 70.6 | 63.6 | 34.8 | 40.0 | 47.3 | 92.5 | 76.5 | 68.1 | 31.8 | 31.3 | 37.8 | 47.0 | 53.8 | 48.4 | 75.6 |
| | 1984-1985 | 75.9 | 39.4 | 67.7 | 55.3 | 57.5 | 38.0 | 75.9 | 95.7 | 70.8 | 47.4 | 32.9 | 47.1 | 77.6 | 69.9 | 59.0 | 61.6 |
| EDGEFIELD | 1980-1981 | 67.1 | 62.3 | 73.9 | 55.7 | 44.9 | * | 65.5 | 66.3 | 64.8 | 54.1 | 47.5 | * | * | * | * | * |
| | 1981-1982 | 64.1 | 70.7 | 75.5 | 57.7 | 50.2 | 55.2 | 56.3 | 53.2 | 73.4 | 45.8 | 48.4 | 60.4 | * | * | * | * |
| | 1982-1983 | 71.7 | 69.3 | 77.7 | 57.7 | 56.1 | 58.5 | 69.0 | 68.9 | 81.8 | 60.0 | 37.7 | 63.5 | 62.5 | 60.2 | 59.3 | 58.7 |
| | 1983-1984 | 70.3 | 74.8 | 77.5 | 57.9 | 55.0 | 59.6 | 69.6 | 77.4 | 82.6 | 61.0 | 43.2 | 53.0 | 62.7 | 62.7 | 51.5 | 60.4 |
| | 1984-1985 | 77.9 | 80.7 | 93.7 | 66.5 | 61.2 | 71.1 | 78.1 | 86.4 | 72.8 | 60.9 | 53.5 | 78.6 | 79.1 | 75.5 | 79.7 | 52.9 |

# BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

| | | BSAP READING % MEETING STANDARD | | | | | | BSAP MATHEMATICS % MEETING STANDARD | | | | | | BSAP WRITING % MEETING STANDARD | | | % FREE LUNCH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DISTRICT | SCHOOL YEAR | G1 | G2 | G3 | G6 | G8 | G11 | G1 | G2 | G3 | G6 | G8 | G11 | G6 | G8 | G11 | |
| FAIRFIELD | 1980-1981 | 50.7 | 37.3 | 43.6 | 31.9 | 27.7 | * | 49.9 | 47.2 | 51.5 | 24.2 | 23.7 | * | * | * | * | * |
| | 1981-1982 | 47.4 | 38.2 | 45.2 | 40.9 | 25.2 | 37.8 | 46.0 | 46.7 | 61.4 | 26.9 | 10.5 | 38.1 | * | * | * | * |
| | 1982-1983 | 63.6 | 44.4 | 51.0 | 34.0 | 30.9 | 45.5 | 68.6 | 55.0 | 70.5 | 27.6 | 22.7 | 46.1 | 47.9 | 42.4 | 57.5 | 67.9 |
| | 1983-1984 | 71.9 | 57.5 | 47.3 | 43.5 | 36.5 | 41.3 | 78.6 | 74.9 | 67.7 | 37.4 | 30.5 | 42.7 | 48.5 | 52.3 | 50.0 | 72.1 |
| | 1984-1985 | 75.2 | 63.6 | 71.6 | 41.9 | 46.9 | 46.4 | 78.5 | 81.0 | 79.6 | 33.1 | 39.5 | 55.0 | 56.5 | 66.7 | 65.5 | 62.2 |
| FLORENCE 1 | 1980-1981 | 69.6 | 55.0 | 68.4 | 53.8 | 53.5 | * | 68.2 | 66.4 | 61.6 | 50.9 | 50.8 | * | * | * | * | * |
| | 1981-1982 | 69.8 | 64.3 | 69.6 | 59.6 | 53.6 | 60.3 | 61.4 | 59.6 | 61.9 | 53.4 | 47.1 | 64.9 | * | * | * | * |
| | 1982-1983 | 70.0 | 65.9 | 71.0 | 56.6 | 54.5 | 61.5 | 73.1 | 66.7 | 69.6 | 56.5 | 41.4 | 59.9 | 64.9 | 65.9 | 65.6 | 40.4 |
| | 1983-1984 | 76.9 | 68.1 | 75.2 | 67.6 | 57.0 | 66.7 | 79.6 | 74.1 | 74.7 | 55.9 | 54.9 | 62.5 | 74.3 | 73.4 | 65.0 | 40.8 |
| | 1984-1985 | 72.7 | 81.0 | 84.2 | 70.8 | 60.8 | 74.6 | 74.9 | 86.1 | 79.4 | 61.2 | 55.8 | 72.4 | 80.7 | 72.4 | 76.7 | 38.7 |
| FLORENCE 2 | 1980-1981 | 80.8 | 54.6 | 73.5 | 62.7 | 56.5 | * | 79.8 | 55.7 | 70.9 | 50.0 | 53.3 | * | * | * | * | * |
| | 1981-1982 | 63.8 | 71.9 | 59.6 | 58.6 | 57.4 | 52.0 | 67.2 | 63.5 | 54.5 | 53.5 | 43.5 | 58.8 | * | * | * | * |
| | 1982-1983 | 72.2 | 75.2 | 71.2 | 59.4 | 62.4 | 56.3 | 80.2 | 80.0 | 70.2 | 54.5 | 56.0 | 49.4 | 55.4 | 55.1 | 55.7 | 53.4 |
| | 1983-1984 | 64.1 | 67.5 | 66.4 | 54.3 | 49.5 | 66.7 | 64.1 | 69.2 | 78.5 | 45.2 | 44.2 | 59.8 | 62.2 | 66.3 | 65.5 | 53.1 |
| | 1984-1985 | 78.9 | 64.7 | 76.5 | 61.6 | 58.9 | 70.3 | 94.4 | 76.7 | 71.8 | 54.7 | 55.6 | 69.2 | 70.9 | 67.0 | 85.7 | 49.3 |
| FLORENCE 3 | 1980-1981 | 55.0 | 43.9 | 50.2 | 41.2 | 36.5 | * | 56.6 | 53.2 | 46.6 | 28.3 | 30.4 | * | * | * | * | * |
| | 1981-1982 | 75.0 | 54.6 | 52.3 | 49.6 | 34.1 | 52.0 | 65.4 | 55.8 | 50.2 | 31.5 | 31.8 | 58.8 | * | * | * | * |
| | 1982-1983 | 75.6 | 69.1 | 57.1 | 39.7 | 42.0 | 46.9 | 73.8 | 71.0 | 57.7 | 34.5 | 31.2 | 43.0 | 43.3 | 45.0 | 48.4 | 71.8 |
| | 1983-1984 | 73.5 | 68.1 | 67.3 | 47.6 | 46.8 | 43.1 | 80.3 | 70.9 | 65.5 | 39.7 | 45.5 | 45.2 | 51.1 | 60.9 | 41.0 | 74.1 |
| | 1984-1985 | 80.2 | 74.2 | 77.6 | 51.5 | 53.1 | 49.8 | 74.7 | 78.0 | 68.0 | 41.3 | 54.7 | 65.1 | 57.8 | 65.5 | 63.0 | 73.7 |
| FLORENCE 4 | 1980-1981 | 40.3 | 29.5 | 35.6 | 13.5 | 25.9 | * | 52.4 | 43.8 | 27.8 | 7.5 | 9.4 | * | * | * | * | * |
| | 1981-1982 | 62.7 | 47.3 | 41.2 | 20.2 | 32.2 | 43.0 | 62.7 | 33.0 | 36.1 | 3.4 | 7.7 | 45.6 | * | * | * | * |
| | 1982-1983 | 59.4 | 34.6 | 37.8 | 15.3 | 21.0 | 45.9 | 60.4 | 43.3 | 28.8 | 13.7 | 9.0 | 41.2 | 16.2 | 25.7 | 40.0 | 81.2 |
| | 1983-1984 | 67.2 | 40.0 | 44.2 | 28.0 | 30.6 | 32.8 | 70.4 | 57.8 | 67.3 | 25.2 | 17.6 | 26.2 | 36.0 | 44.9 | 37.7 | 85.6 |
| | 1984-1985 | 72.7 | 62.4 | 68.4 | 32.7 | 28.9 | 54.3 | 85.5 | 84.2 | 76.8 | 24.0 | 32.2 | 49.4 | 47.1 | 48.9 | 69.1 | 77.4 |
| FLORENCE 5 | 1980-1981 | 83.2 | 78.9 | 81.5 | 56.0 | 42.9 | * | 80.0 | 80.0 | 67.0 | 53.8 | 51.4 | * | * | * | * | * |
| | 1981-1982 | 81.6 | 83.2 | 72.0 | 67.0 | 58.8 | 90.3 | 75.5 | 72.6 | 68.0 | 75.8 | 42.3 | 80.3 | * | * | * | * |
| | 1982-1983 | 82.2 | 81.7 | 80.3 | 65.3 | 59.6 | 74.6 | 85.1 | 79.6 | 68.4 | 77.2 | 41.4 | 81.7 | 64.4 | 72.7 | 64.3 | 45.4 |
| | 1983-1984 | 89.1 | 84.5 | 74.7 | 69.7 | 61.5 | 81.0 | 91.0 | 93.8 | 65.5 | 83.7 | 64.9 | 86.2 | 76.8 | 88.7 | 82.8 | 41.7 |
| | 1984-1985 | 84.1 | 93.3 | 78.9 | 62.1 | 67.9 | 91.7 | 85.8 | 94.8 | 73.4 | 53.4 | 66.1 | 90.3 | 67.6 | 95.3 | 95.8 | 39.1 |
| GEORGETOWN | 1980-1981 | 55.9 | 55.6 | 56.5 | 41.9 | 40.8 | * | 56.8 | 63.4 | 48.9 | 42.7 | 34.6 | * | * | * | * | * |
| | 1981-1982 | 61.6 | 63.4 | 59.9 | 54.9 | 42.9 | 57.7 | 59.0 | 62.6 | 59.3 | 45.1 | 32.5 | 62.3 | * | * | * | * |
| | 1982-1983 | 69.1 | 67.7 | 71.0 | 52.1 | 45.4 | 50.2 | 68.3 | 73.1 | 64.8 | 45.2 | 30.3 | 51.5 | 58.5 | 48.6 | 53.4 | 52.0 |
| | 1983-1984 | 69.3 | 74.7 | 77.7 | 58.2 | 51.9 | 56.9 | 72.2 | 82.0 | 73.5 | 47.0 | 45.6 | 50.0 | 58.6 | 55.9 | 49.9 | 50.7 |
| | 1984-1985 | 73.1 | 77.6 | 83.9 | 64.3 | 56.0 | 59.1 | 76.7 | 85.3 | 72.0 | 52.8 | 51.5 | 60.7 | 66.4 | 68.6 | 67.5 | 48.2 |
| GREENVILLE | 1980-1981 | 74.9 | 69.9 | 76.0 | 64.9 | 61.2 | * | 72.1 | 74.2 | 66.3 | 52.5 | 50.8 | * | * | * | * | * |
| | 1981-1982 | 78.3 | 76.8 | 77.5 | 72.2 | 62.2 | 74.7 | 73.1 | 71.3 | 73.8 | 56.7 | 47.9 | 75.6 | * | * | * | * |
| | 1982-1983 | 78.8 | 77.2 | 82.0 | 71.9 | 63.2 | 72.8 | 78.4 | 82.0 | 81.8 | 63.9 | 48.1 | 70.0 | 74.2 | 76.4 | 78.0 | 27.2 |
| | 1983-1984 | 82.9 | 83.2 | 83.6 | 72.4 | 66.9 | 77.1 | 82.1 | 89.1 | 84.7 | 60.4 | 62.8 | 75.4 | 78.5 | 80.5 | 76.2 | 28.6 |
| | 1984-1985 | 82.4 | 85.0 | 88.2 | 66.6 | 70.1 | 79.3 | 83.2 | 89.0 | 82.8 | 60.9 | 65.2 | 80.9 | 81.7 | 94.7 | 85.0 | 25.3 |

## BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

| | | BSAP READING % MEETING STANDARD | | | | | | BSAP MATHEMATICS % MEETING STANDARD | | | | | | BSAP WRITING % MEETING STANDARD | | | % FREE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DISTRICT | SCHOOL YEAR | G1 | G2 | G3 | G6 | G8 | G11 | G1 | G2 | G3 | G6 | G8 | G11 | G6 | G8 | G11 | LUNCH |
| GREENWOOD 50 | 1980-1981 | 63.6 | 58.0 | 63.8 | 50.5 | 49.7 | * | 62.9 | 66.7 | 57.2 | 46.9 | 36.9 | * | * | * | * | * |
| | 1981-1982 | 63.1 | 63.8 | 68.4 | 62.1 | 46.4 | 67.6 | 59.5 | 59.7 | 66.9 | 47.4 | 33.9 | 70.8 | * | * | * | * |
| | 1982-1983 | 66.8 | 66.1 | 72.6 | 60.5 | 49.9 | 67.9 | 70.5 | 75.5 | 76.7 | 55.6 | 38.2 | 63.4 | 66.8 | 59.6 | 70.7 | 34.1 |
| | 1983-1984 | 80.6 | 72.2 | 73.3 | 57.1 | 54.4 | 66.4 | 79.3 | 85.1 | 79.7 | 51.5 | 45.2 | 65.2 | 65.6 | 67.9 | 69.1 | 34.2 |
| | 1984-1985 | 77.8 | 78.4 | 82.8 | 66.8 | 59.0 | 66.8 | 83.4 | 91.1 | 79.3 | 68.7 | 52.6 | 71.6 | 81.1 | 74.2 | 72.6 | 31.3 |
| GREENWOOD 51 | 1980-1981 | 87.6 | 68.6 | 74.3 | 76.8 | 57.7 | * | 86.6 | 82.3 | 75.2 | 59.6 | 50.5 | * | * | * | * | * |
| | 1981-1982 | 80.0 | 78.6 | 72.4 | 72.6 | 55.0 | 76.2 | 71.8 | 77.6 | 81.9 | 48.4 | 49.0 | 71.4 | * | * | * | * |
| | 1982-1983 | 79.5 | 78.8 | 76.3 | 58.5 | 57.6 | 76.6 | 86.3 | 89.2 | 80.4 | 60.6 | 43.4 | 71.8 | 75.5 | 73.7 | 81.6 | 27.4 |
| | 1983-1984 | 81.1 | 79.7 | 83.9 | 68.0 | 47.8 | 67.0 | 84.2 | 89.6 | 88.0 | 55.3 | 41.3 | 69.9 | 78.6 | 66.3 | 76.6 | 26.6 |
| | 1984-1985 | 92.6 | 83.2 | 94.5 | 72.3 | 60.5 | 68.1 | 95.1 | 89.5 | 95.9 | 70.3 | 58.1 | 74.4 | 73.3 | 82.6 | 80.2 | 26.9 |
| GREENWOOD 52 | 1980-1981 | 86.5 | 71.1 | 75.0 | 46.6 | 61.2 | * | 66.7 | 68.9 | 50.0 | 35.6 | 47.1 | * | * | * | * | * |
| | 1981-1982 | 75.0 | 68.4 | 73.1 | 58.2 | 49.8 | 56.8 | 62.0 | 52.0 | 57.0 | 36.6 | 35.2 | 53.6 | * | * | * | * |
| | 1982-1983 | 73.3 | 68.6 | 64.9 | 62.3 | 52.8 | 57.3 | 80.0 | 67.6 | 57.7 | 54.5 | 27.4 | 56.9 | 74.0 | 63.4 | 77.2 | 28.6 |
| | 1983-1984 | 77.8 | 67.9 | 69.1 | 50.0 | 54.2 | 63.5 | 76.9 | 68.8 | 64.5 | 49.2 | 40.5 | 60.9 | 67.7 | 71.5 | 68.7 | 29.8 |
| | 1984-1985 | 92.9 | 75.7 | 86.5 | 64.0 | 59.0 | 69.0 | 92.9 | 73.8 | 68.5 | 55.9 | 44.6 | 61.1 | 80.9 | 76.4 | 76.8 | 27.1 |
| HAMPTON 1 | 1980-1981 | 68.3 | 60.4 | 52.4 | 55.9 | 49.8 | * | 65.6 | 67.3 | 56.1 | 45.0 | 42.1 | * | * | * | * | * |
| | 1981-1982 | 84.6 | 62.2 | 67.8 | 58.7 | 54.0 | 55.2 | 72.4 | 59.1 | 61.5 | 46.5 | 33.7 | 52.9 | * | * | * | * |
| | 1982-1983 | 79.6 | 63.7 | 63.8 | 53.3 | 58.8 | 68.0 | 73.5 | 70.9 | 63.8 | 43.2 | 42.5 | 62.1 | 63.3 | 68.6 | 74.1 | 55.3 |
| | 1983-1984 | 79.7 | 77.1 | 67.9 | 45.6 | 64.8 | 68.8 | 81.3 | 77.5 | 71.5 | 32.7 | 57.5 | 57.1 | 67.8 | 75.6 | 63.5 | 54.9 |
| | 1984-1985 | 76.7 | 68.4 | 77.2 | 58.6 | 61.6 | 57.2 | 86.9 | 81.3 | 71.5 | 46.5 | 46.5 | 63.9 | 74.2 | 74.2 | 68.6 | 50.7 |
| HAMPTON 2 | 1980-1981 | 37.5 | 23.9 | 22.8 | 18.4 | 16.2 | * | 37.5 | 29.8 | 18.9 | 6.6 | 6.3 | * | * | * | * | * |
| | 1981-1982 | 39.5 | 43.7 | 37.1 | 22.2 | 21.1 | 32.6 | 36.6 | 51.9 | 38.2 | 10.3 | 4.3 | 37.0 | * | * | * | * |
| | 1982-1983 | 48.7 | 48.7 | 48.3 | 21.6 | 31.6 | 32.7 | 54.5 | 49.6 | 53.4 | 17.2 | 9.9 | 30.8 | 32.8 | 44.3 | 67.1 | 87.9 |
| | 1983-1984 | 58.0 | 46.9 | 48.7 | 18.0 | 24.2 | 41.8 | 64.2 | 53.1 | 44.4 | 10.0 | 18.9 | 19.4 | 36.0 | 42.1 | 46.3 | 90.9 |
| | 1984-1985 | 71.0 | 58.0 | 56.8 | 36.0 | 34.5 | 40.5 | 75.9 | 79.0 | 66.3 | 30.2 | 22.6 | 41.7 | 37.2 | 63.1 | 51.2 | 82.3 |
| HORRY | 1980-1981 | 73.1 | 64.7 | 69.9 | 60.1 | 54.7 | * | 71.4 | 66.9 | 58.6 | 50.9 | 41.5 | * | * | * | * | * |
| | 1981-1982 | 78.0 | 74.2 | 73.5 | 66.9 | 57.0 | 73.7 | 73.6 | 62.7 | 64.9 | 58.4 | 37.9 | 73.5 | * | * | * | * |
| | 1982-1983 | 79.5 | 75.2 | 82.0 | 68.1 | 65.0 | 69.9 | 81.0 | 75.7 | 74.8 | 62.9 | 50.4 | 67.0 | 81.9 | 74.9 | 73.7 | 43.2 |
| | 1983-1984 | 87.0 | 77.9 | 82.9 | 74.6 | 67.7 | 76.6 | 87.1 | 82.2 | 80.3 | 63.7 | 57.9 | 71.9 | 77.9 | 77.9 | 77.5 | 42.3 |
| | 1984-1985 | 86.5 | 81.8 | 87.9 | 74.8 | 70.8 | 79.6 | 86.7 | 83.6 | 76.0 | 62.6 | 63.1 | 80.6 | 83.8 | 84.1 | 85.2 | 37.8 |
| JASPER | 1980-1981 | 54.2 | 50.8 | 38.5 | 27.8 | 21.5 | * | 60.5 | 66.8 | 36.5 | 14.8 | 17.7 | * | * | * | * | * |
| | 1981-1982 | 59.9 | 52.5 | 55.6 | 38.1 | 19.5 | 28.3 | 64.7 | 42.1 | 75.4 | 22.1 | 7.6 | 27.7 | * | * | * | * |
| | 1982-1983 | 69.9 | 61.8 | 60.7 | 32.9 | 18.2 | 22.2 | 70.8 | 67.0 | 64.7 | 35.7 | 11.1 | 21.6 | 39.8 | 28.9 | 35.0 | 80.1 |
| | 1983-1984 | 64.3 | 67.2 | 63.5 | 40.5 | 37.0 | 32.1 | 65.2 | 78.5 | 68.5 | 29.5 | 41.8 | 31.0 | 44.2 | 51.4 | 35.3 | 82.0 |
| | 1984-1985 | 75.8 | 63.5 | 77.1 | 60.2 | 38.0 | 41.5 | 64.7 | 75.1 | 78.6 | 64.3 | 26.8 | 45.0 | 66.7 | 62.0 | 41.9 | 73.6 |
| KERSHAW | 1980-1981 | 69.7 | 67.0 | 72.4 | 61.3 | 55.9 | * | 71.8 | 73.7 | 63.6 | 52.5 | 55.3 | * | * | * | * | * |
| | 1981-1982 | 69.5 | 69.9 | 68.4 | 63.2 | 62.0 | 65.4 | 69.4 | 62.6 | 68.8 | 54.9 | 61.0 | 67.6 | * | * | * | * |
| | 1982-1983 | 76.1 | 72.3 | 77.5 | 60.3 | 63.0 | 65.5 | 70.9 | 75.8 | 73.1 | 60.5 | 45.5 | 63.3 | 76.6 | 75.3 | 71.9 | 32.5 |
| | 1983-1984 | 92.1 | 75.1 | 74.6 | 65.5 | 53.1 | 69.6 | 83.9 | 80.2 | 79.4 | 59.1 | 58.6 | 63.8 | 77.7 | 81.2 | 71.0 | 31.6 |
| | 1984-1985 | 81.8 | 82.0 | 83.2 | 65.9 | 67.6 | 74.8 | 87.6 | 85.1 | 79.9 | 64.0 | 64.8 | 76.0 | 83.0 | 91.7 | 84.3 | 29.2 |

## BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

| DISTRICT | SCHOOL YEAR | BSAP READING % MEETING STANDARD G1 | G2 | G3 | G6 | G8 | G11 | BSAP MATHEMATICS % MEETING STANDARD G1 | G2 | G3 | G6 | G8 | G11 | BSAP WRITING % MEETING STANDARD G6 | G8 | G11 | % FREE LUNCH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LANCASTER | 1980-1981 | 70.3 | 61.3 | 59.9 | 54.4 | 47.8 | * | 63.5 | 68.1 | 55.3 | 41.6 | 33.3 | * | * | * | * | * |
|  | 1981-1982 | 69.4 | 68.8 | 63.7 | 61.3 | 47.7 | 65.8 | 60.6 | 63.4 | 63.7 | 42.7 | 31.8 | 64.1 | * | * | * | * |
|  | 1982-1983 | 69.0 | 67.9 | 73.4 | 56.0 | 52.8 | 62.6 | 67.2 | 75.0 | 71.7 | 48.1 | 35.9 | 58.0 | 62.6 | 61.9 | 68.7 | 32.6 |
|  | 1983-1984 | 77.8 | 75.0 | 75.1 | 62.2 | 59.3 | 70.6 | 77.9 | 83.9 | 79.7 | 50.2 | 48.1 | 65.5 | 69.7 | 71.1 | 73.6 | 32.2 |
|  | 1984-1985 | 82.5 | 76.9 | 81.3 | 66.8 | 61.9 | 74.1 | 83.2 | 87.7 | 79.8 | 57.8 | 52.3 | 70.3 | 74.9 | 74.3 | 78.7 | 29.7 |
| LAURENS 55 | 1980-1981 | 69.2 | 60.5 | 65.2 | 51.4 | 43.2 | * | 72.2 | 71.0 | 60.4 | 45.4 | 39.5 | * | * | * | * | * |
|  | 1981-1982 | 75.3 | 73.7 | 72.1 | 65.4 | 44.9 | 61.8 | 72.0 | 70.3 | 72.1 | 54.1 | 39.2 | 61.8 | * | * | * | * |
|  | 1982-1983 | 81.2 | 76.2 | 75.8 | 58.5 | 55.0 | 61.0 | 85.5 | 79.7 | 79.4 | 55.4 | 44.2 | 62.1 | 64.9 | 64.0 | 67.5 | 33.0 |
|  | 1983-1984 | 82.3 | 83.5 | 79.2 | 62.0 | 63.7 | 66.9 | 82.7 | 82.0 | 81.2 | 61.5 | 60.0 | 60.2 | 70.6 | 80.5 | 64.2 | 35.0 |
|  | 1984-1985 | 78.6 | 80.9 | 85.6 | 63.2 | 66.9 | 66.9 | 85.9 | 86.2 | 79.0 | 61.4 | 56.8 | 74.4 | 79.5 | 76.9 | 75.5 | 29.2 |
| LAURENS 56 | 1980-1981 | 44.8 | 50.0 | 49.9 | 46.0 | 47.5 | * | 57.9 | 63.4 | 49.6 | 45.1 | 46.2 | * | * | * | * | * |
|  | 1981-1982 | 65.3 | 48.8 | 54.3 | 50.2 | 46.9 | 68.2 | 63.9 | 49.1 | 60.1 | 45.8 | 32.7 | 69.4 | * | * | * | * |
|  | 1982-1983 | 68.3 | 61.4 | 55.1 | 39.8 | 44.1 | 45.7 | 72.9 | 70.9 | 57.0 | 45.1 | 30.0 | 55.3 | 47.5 | 61.8 | 62.4 | 39.0 |
|  | 1983-1984 | 71.6 | 67.4 | 64.5 | 49.9 | 48.0 | 57.9 | 90.1 | 79.8 | 75.9 | 55.6 | 45.4 | 61.7 | 59.8 | 65.2 | 65.5 | 41.8 |
|  | 1984-1985 | 69.2 | 76.9 | 79.4 | 50.9 | 55.1 | 54.3 | 77.0 | 84.9 | 73.4 | 61.2 | 52.5 | 65.0 | 70.8 | 74.1 | 68.8 | 35.4 |
| LEE | 1980-1981 | 65.8 | 44.5 | 58.5 | 37.8 | 26.4 | * | 65.0 | 56.7 | 50.7 | 17.0 | 19.5 | * | * | * | * | * |
|  | 1981-1982 | 69.9 | 57.3 | 56.5 | 40.2 | 30.7 | 35.5 | 67.3 | 53.7 | 59.4 | 23.0 | 27.6 | 33.2 | * | * | * | * |
|  | 1982-1983 | 74.1 | 62.7 | 59.9 | 37.7 | 41.1 | 34.0 | 71.0 | 69.2 | 61.9 | 33.2 | 18.5 | 27.8 | 38.7 | 41.4 | 33.0 | 78.4 |
|  | 1983-1984 | 73.5 | 61.6 | 63.8 | 54.2 | 38.6 | 49.8 | 74.4 | 64.8 | 60.3 | 29.7 | 31.3 | 43.2 | 51.0 | 40.6 | 42.5 | 81.7 |
|  | 1984-1985 | 76.9 | 70.0 | 63.9 | 49.0 | 42.3 | 59.2 | 74.9 | 74.4 | 61.2 | 37.2 | 42.6 | 59.2 | 57.9 | 59.6 | 57.1 | 74.3 |
| LEXINGTON 1 | 1980-1981 | 81.9 | 77.4 | 94.9 | 68.0 | 74.3 | * | 72.7 | 83.1 | 70.8 | 60.2 | 63.3 | * | * | * | * | * |
|  | 1981-1982 | 80.7 | 81.7 | 79.8 | 72.5 | 65.6 | 87.4 | 74.6 | 74.4 | 69.3 | 61.5 | 58.0 | 89.2 | * | * | * | * |
|  | 1982-1983 | 85.4 | 83.2 | 81.0 | 72.6 | 65.5 | 86.2 | 82.7 | 86.3 | 79.0 | 68.0 | 58.6 | 84.7 | 86.8 | 78.1 | 90.0 | 14.7 |
|  | 1983-1984 | 88.4 | 86.9 | 85.0 | 77.8 | 71.5 | 84.8 | 87.8 | 91.0 | 83.6 | 72.2 | 67.0 | 84.2 | 99.7 | 83.6 | 85.8 | 14.8 |
|  | 1984-1985 | 88.2 | 88.5 | 87.0 | 77.8 | 75.3 | 83.2 | 84.2 | 89.6 | 82.4 | 73.5 | 70.2 | 87.1 | 90.0 | 86.6 | 93.1 | 12.1 |
| LEXINGTON 2 | 1980-1981 | 78.0 | 70.3 | 77.8 | 66.7 | 64.4 | * | 71.0 | 77.4 | 68.7 | 60.9 | 55.3 | * | * | * | * | * |
|  | 1981-1982 | 85.0 | 76.8 | 76.8 | 74.5 | 65.7 | 72.2 | 75.0 | 71.7 | 69.6 | 64.7 | 54.8 | 78.2 | * | * | * | * |
|  | 1982-1983 | 78.5 | 79.2 | 78.0 | 71.1 | 71.3 | 74.3 | 80.9 | 86.7 | 81.2 | 75.9 | 65.1 | 75.9 | 76.1 | 79.3 | 79.6 | 18.0 |
|  | 1983-1984 | 94.7 | 78.9 | 80.2 | 75.6 | 70.9 | 79.3 | 94.4 | 90.7 | 87.2 | 77.0 | 71.9 | 78.9 | 76.5 | 80.0 | 80.7 | 19.9 |
|  | 1984-1985 | 86.4 | 80.4 | 87.0 | 75.0 | 73.7 | 73.6 | 88.3 | 88.5 | 83.2 | 76.9 | 72.1 | 82.4 | 80.6 | 82.5 | 87.8 | 17.5 |
| LEXINGTON 3 | 1980-1981 | 74.6 | 77.0 | 76.6 | 51.8 | 52.9 | * | 74.6 | 81.3 | 78.1 | 44.0 | 48.1 | * | * | * | * | * |
|  | 1981-1982 | 70.8 | 71.3 | 73.5 | 67.7 | 56.9 | 53.1 | 72.1 | 71.6 | 72.5 | 56.2 | 39.7 | 61.7 | * | * | * | * |
|  | 1982-1983 | 71.6 | 63.9 | 78.3 | 70.3 | 57.4 | 53.9 | 76.5 | 74.6 | 78.9 | 57.1 | 45.7 | 63.4 | 63.2 | 67.0 | 66.4 | 40.1 |
|  | 1983-1984 | 76.8 | 69.1 | 72.3 | 77.4 | 64.0 | 63.0 | 80.8 | 74.9 | 83.2 | 70.8 | 53.8 | 70.1 | 71.3 | 67.2 | 68.5 | 39.3 |
|  | 1984-1985 | 68.8 | 76.8 | 81.9 | 74.0 | 73.5 | 62.5 | 80.1 | 83.9 | 85.4 | 68.0 | 62.4 | 76.2 | 75.7 | 80.0 | 82.5 | 35.4 |
| LEXINGTON 4 | 1980-1981 | 66.2 | 54.4 | 71.8 | 57.0 | 58.9 | * | 58.7 | 68.0 | 65.2 | 38.3 | 36.3 | * | * | * | * | * |
|  | 1981-1982 | 57.5 | 73.3 | 64.8 | 60.6 | 67.0 | 79.1 | 55.2 | 73.3 | 69.7 | 40.9 | 36.0 | 60.9 | * | * | * | * |
|  | 1982-1983 | 71.1 | 72.7 | 80.6 | 64.3 | 61.5 | 71.8 | 66.7 | 82.9 | 82.9 | 60.0 | 29.4 | 59.8 | 65.0 | 82.4 | 67.6 | 36.4 |
|  | 1983-1984 | 79.5 | 85.0 | 79.4 | 66.7 | 65.2 | 73.5 | 78.8 | 89.4 | 84.1 | 62.9 | 60.0 | 64.1 | 79.3 | 77.4 | 69.0 | 37.0 |
|  | 1984-1985 | 90.1 | 84.7 | 87.6 | 70.1 | 72.0 | 80.3 | 92.4 | 84.7 | 83.7 | 61.9 | 62.7 | 75.0 | 73.9 | 89.5 | 78.7 | 32.6 |

# BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

| | | BSAP READING % MEETING STANDARD | | | | | | BSAP MATHEMATICS % MEETING STANDARD | | | | | | BSAP WRITING % MEETING STANDARD | | | % FREE LUNCH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DISTRICT | SCHOOL YEAR | G1 | G2 | G3 | G6 | G8 | G11 | G1 | G2 | G3 | G6 | G8 | G11 | G6 | G8 | G11 | |
| LEXINGTON 5 | 1980-1981 | 91.9 | 86.5 | 89.2 | 83.9 | 94.2 | * | 91.1 | 89.6 | 80.9 | 80.3 | 75.7 | * | * | * | * | * |
| | 1981-1982 | 91.1 | 85.8 | 87.9 | 89.9 | 82.0 | 90.0 | 87.7 | 78.0 | 87.8 | 79.2 | 70.5 | 92.2 | * | * | * | * |
| | 1982-1983 | 93.1 | 88.4 | 88.8 | 83.9 | 80.7 | 91.1 | 92.5 | 91.7 | 88.9 | 83.1 | 76.5 | 92.7 | 91.1 | 90.5 | 91.4 | 5.2 |
| | 1983-1984 | 92.0 | 90.2 | 88.7 | 82.6 | 82.4 | 91.5 | 92.5 | 95.8 | 89.4 | 81.4 | 86.1 | 91.0 | 90.1 | 90.1 | 91.3 | 5.9 |
| | 1984-1985 | 91.3 | 88.1 | 89.8 | 86.7 | 82.6 | 90.6 | 92.6 | 94.8 | 89.5 | 80.0 | 82.9 | 91.5 | 90.0 | 89.6 | 93.1 | 4.3 |
| MARION 1 | 1980-1981 | 64.7 | 56.0 | 58.2 | 59.5 | 47.1 | * | 56.3 | 62.1 | 53.5 | 46.8 | 58.0 | * | * | * | * | * |
| | 1981-1982 | 67.7 | 77.9 | 64.7 | 58.4 | 54.7 | 64.1 | 54.4 | 61.3 | 62.2 | 42.2 | 57.7 | 61.1 | * | * | * | * |
| | 1982-1983 | 67.8 | 71.5 | 78.5 | 54.4 | 58.2 | 59.2 | 68.9 | 71.7 | 68.9 | 46.4 | 62.0 | 53.9 | 62.0 | 63.6 | 68.7 | 70.2 |
| | 1983-1984 | 74.6 | 75.3 | 71.2 | 58.0 | 55.8 | 66.0 | 78.7 | 68.7 | 69.2 | 50.8 | 67.6 | 64.0 | 66.8 | 70.6 | 70.4 | 56.6 |
| | 1984-1985 | 80.7 | 81.6 | 82.9 | 55.4 | 51.9 | 66.9 | 78.6 | 79.7 | 67.5 | 50.0 | 62.0 | 69.4 | 78.9 | 77.0 | 84.4 | 52.1 |
| MARION 2 | 1980-1981 | 55.9 | 50.0 | 62.6 | 41.9 | 34.8 | * | 64.7 | 55.4 | 55.8 | 34.1 | 34.3 | * | * | * | * | * |
| | 1981-1982 | 67.8 | 56.6 | 55.3 | 48.4 | 41.4 | 51.6 | 57.7 | 45.6 | 61.5 | 33.5 | 40.1 | 70.7 | * | * | * | * |
| | 1982-1983 | 61.0 | 54.0 | 68.9 | 42.9 | 39.4 | 43.9 | 59.8 | 44.6 | 68.5 | 40.2 | 37.1 | 53.6 | 54.2 | 56.2 | 48.9 | 99.7 |
| | 1983-1984 | 72.1 | 57.4 | 60.7 | 53.8 | 48.0 | 45.2 | 78.9 | 56.1 | 60.3 | 33.8 | 40.8 | 47.1 | 61.3 | 52.9 | 41.9 | 73.4 |
| | 1984-1985 | 71.1 | 62.8 | 68.6 | 52.9 | 43.9 | 62.3 | 86.7 | 80.3 | 70.5 | 46.9 | 49.8 | 67.7 | 67.1 | 59.2 | 65.8 | 66.6 |
| MARION 3 | 1980-1981 | 78.1 | 37.3 | 31.3 | 18.4 | 17.6 | * | 67.2 | 37.3 | 19.4 | 10.2 | 16.2 | * | * | * | * | * |
| | 1981-1982 | 64.3 | 62.1 | 34.0 | 22.9 | 22.2 | 30.6 | 61.4 | 67.2 | 39.6 | 25.0 | 12.9 | 42.9 | * | * | * | * |
| | 1982-1983 | 69.4 | 40.7 | 42.1 | 16.0 | 26.4 | 26.1 | 69.4 | 62.7 | 49.1 | 30.0 | 7.5 | 32.6 | 29.0 | 30.2 | 34.8 | 71.3 |
| | 1983-1984 | 61.2 | 44.6 | 70.8 | 32.8 | 28.6 | 17.2 | 88.1 | 78.5 | 72.9 | 37.9 | 14.3 | 21.9 | 36.2 | 40.5 | 29.7 | 99.6 |
| | 1984-1985 | 87.1 | 62.9 | 66.7 | 45.8 | 28.3 | 31.4 | 82.3 | 80.6 | 78.8 | 54.2 | 22.6 | 29.4 | 47.9 | 62.3 | 41.2 | 91.3 |
| MARION 4 | 1980-1981 | 94.6 | 37.3 | 85.7 | 58.6 | 20.4 | * | 78.4 | 43.1 | 85.7 | 69.0 | 24.5 | * | * | * | * | * |
| | 1981-1982 | 76.9 | 60.0 | 78.9 | 54.8 | 40.6 | 39.5 | 56.9 | 53.3 | 73.7 | 57.1 | 6.3 | 47.4 | * | * | * | * |
| | 1982-1983 | 69.2 | 54.3 | 53.2 | 35.5 | 44.9 | 45.7 | 61.5 | 60.9 | 53.2 | 22.6 | 20.7 | 45.7 | 38.7 | 41.4 | 60.0 | 65.2 |
| | 1983-1984 | 83.7 | 51.4 | 59.6 | 48.5 | 57.5 | 45.7 | 81.4 | 64.9 | 68.9 | 33.3 | 50.0 | 34.3 | 63.6 | 70.0 | 55.9 | 78.4 |
| | 1984-1985 | 68.1 | 72.7 | 82.1 | 44.7 | 40.0 | 56.7 | 76.6 | 79.1 | 76.9 | 34.0 | 30.0 | 58.6 | 51.1 | 65.0 | 66.7 | 65.2 |
| MARLBORO | 1980-1981 | 60.6 | 43.2 | 45.8 | 37.8 | 31.2 | * | 58.6 | 58.6 | 49.3 | 41.1 | 26.8 | * | * | * | * | * |
| | 1981-1982 | 46.7 | 49.6 | 48.0 | 41.5 | 30.3 | 49.3 | 50.5 | 49.2 | 50.4 | 39.5 | 25.0 | 58.3 | * | * | * | * |
| | 1982-1983 | 55.3 | 52.6 | 54.8 | 34.0 | 36.6 | 42.8 | 62.6 | 55.3 | 57.1 | 37.1 | 24.4 | 46.9 | 46.4 | 39.8 | 48.8 | 73.8 |
| | 1983-1984 | 66.9 | 48.1 | 61.5 | 44.8 | 37.6 | 44.6 | 75.9 | 60.5 | 70.0 | 42.4 | 39.4 | 46.0 | 53.6 | 55.2 | 52.7 | 68.3 |
| | 1984-1985 | 78.3 | 59.8 | 63.2 | 49.5 | 40.9 | 50.2 | 82.5 | 75.3 | 65.2 | 56.8 | 32.8 | 52.4 | 64.1 | 57.9 | 62.0 | 61.9 |
| MCCORMICK | 1980-1981 | 66.7 | 39.2 | 48.1 | 22.3 | 29.1 | * | 65.1 | 56.1 | 55.7 | 13.4 | 46.8 | * | * | * | * | * |
| | 1981-1982 | 67.7 | 56.6 | 60.6 | 30.2 | 23.1 | 39.4 | 60.5 | 73.8 | 74.2 | 19.1 | 50.7 | 53.8 | * | * | * | * |
| | 1982-1983 | 77.1 | 61.4 | 62.6 | 29.0 | 24.8 | 34.5 | 67.9 | 66.7 | 82.9 | 11.6 | 32.9 | 33.0 | 27.1 | 30.3 | 24.3 | 55.4 |
| | 1983-1984 | 76.1 | 69.5 | 62.9 | 25.8 | 36.2 | 38.5 | 73.2 | 81.0 | 82.5 | 22.7 | 58.1 | 38.0 | 47.7 | 50.0 | 29.8 | 73.7 |
| | 1984-1985 | 65.7 | 76.1 | 61.1 | 31.9 | 37.7 | 42.7 | 76.9 | 84.6 | 75.0 | 30.8 | 50.8 | 51.4 | 51.7 | 49.2 | 59.6 | 69.1 |
| NEWBERRY | 1980-1981 | 62.3 | 49.9 | 56.9 | 48.8 | 55.2 | * | 65.2 | 60.6 | 51.1 | 44.7 | 46.9 | * | * | * | * | * |
| | 1981-1982 | 69.9 | 61.4 | 61.1 | 55.6 | 58.5 | 59.2 | 68.3 | 62.2 | 69.6 | 43.5 | 49.2 | 63.8 | * | * | * | * |
| | 1982-1983 | 65.0 | 68.9 | 68.8 | 52.0 | 64.5 | 69.0 | 66.7 | 79.3 | 80.4 | 49.1 | 43.4 | 62.9 | 68.7 | 75.9 | 73.9 | 43.6 |
| | 1983-1984 | 74.7 | 65.1 | 70.8 | 51.2 | 65.4 | 77.3 | 79.3 | 86.2 | 85.0 | 45.8 | 54.7 | 70.3 | 63.4 | 75.8 | 75.6 | 43.5 |
| | 1984-1985 | 81.8 | 72.0 | 80.8 | 57.2 | 65.6 | 76.7 | 84.5 | 89.6 | 84.7 | 51.9 | 53.2 | 75.8 | 70.5 | 75.0 | 82.0 | 38.9 |

## BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

| | | BSAP READING % MEETING STANDARD | | | | | | BSAP MATHEMATICS % MEETING STANDARD | | | | | | BSAP WRITING % MEETING STANDARD | | | % FREE LUNCH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DISTRICT | SCHOOL YEAR | G1 | G2 | G3 | G6 | G8 | G11 | G1 | G2 | G3 | G6 | G8 | G11 | G6 | G8 | G11 | |
| OCONEE | 1980-1981 | 73.7 | 69.7 | 76.7 | 68.5 | 63.4 | * | 72.3 | 74.0 | 70.3 | 53.5 | 47.4 | * | * | * | * | * |
| | 1981-1982 | 71.8 | 72.8 | 74.2 | 72.4 | 57.3 | 76.3 | 73.0 | 66.8 | 70.7 | 56.8 | 38.9 | 73.4 | * | * | * | * |
| | 1982-1983 | 75.2 | 77.2 | 81.6 | 74.1 | 63.7 | 71.8 | 81.1 | 83.4 | 79.9 | 58.5 | 44.3 | 67.2 | 76.7 | 72.5 | 77.4 | 30.6 |
| | 1983-1984 | 80.0 | 79.0 | 81.1 | 74.8 | 67.8 | 79.4 | 82.7 | 88.2 | 78.1 | 60.3 | 53.1 | 71.8 | 81.7 | 77.6 | 81.7 | 30.7 |
| | 1984-1985 | 84.6 | 84.2 | 86.8 | 77.2 | 72.4 | 79.3 | 88.1 | 90.4 | 80.8 | 61.6 | 53.5 | 78.4 | 94.0 | 85.9 | 87.8 | 26.2 |
| ORANGEBURG 1 | 1980-1981 | 52.8 | 46.5 | 47.8 | 35.8 | 31.1 | * | 59.3 | 45.6 | 32.2 | 28.4 | 21.7 | * | * | * | * | * |
| | 1981-1982 | 61.5 | 48.9 | 43.8 | 38.7 | 29.9 | 44.0 | 59.4 | 34.1 | 45.5 | 19.8 | 14.0 | 56.0 | * | * | * | * |
| | 1982-1983 | 74.0 | 61.7 | 38.1 | 39.0 | 35.4 | 44.4 | 79.2 | 43.6 | 36.9 | 30.0 | 15.2 | 48.1 | 41.0 | 45.6 | 48.1 | 71.5 |
| | 1983-1984 | 78.1 | 63.0 | 46.3 | 40.6 | 35.4 | 43.9 | 80.8 | 57.0 | 54.7 | 19.8 | 24.4 | 53.7 | 53.1 | 51.8 | 52.7 | 75.0 |
| | 1984-1985 | 65.2 | 72.7 | 76.1 | 54.9 | 51.7 | 38.4 | 64.0 | 74.0 | 65.2 | 38.2 | 33.7 | 56.2 | 62.1 | 61.8 | 46.6 | 66.6 |
| ORANGEBURG 2 | 1980-1981 | 58.9 | 50.0 | 44.1 | 35.6 | 17.1 | * | 57.1 | 66.2 | 38.2 | 28.8 | 12.2 | * | * | * | * | * |
| | 1981-1982 | 75.8 | 58.9 | 60.0 | 26.3 | 17.1 | 37.0 | 67.7 | 58.9 | 74.3 | 31.6 | 6.6 | 27.2 | * | * | * | * |
| | 1982-1983 | 60.0 | 76.2 | 63.0 | 36.7 | 46.2 | 21.7 | 67.3 | 87.3 | 81.5 | 24.4 | 28.8 | 21.7 | 43.3 | 44.2 | 34.9 | 83.4 |
| | 1983-1984 | 87.5 | 84.8 | 73.8 | 50.9 | 18.2 | 26.2 | 83.3 | 93.5 | 82.0 | 61.0 | 10.9 | 26.7 | 57.6 | 40.0 | 40.0 | 84.3 |
| | 1984-1985 | 71.9 | 85.1 | 81.3 | 56.5 | 34.8 | 39.6 | 70.3 | 91.5 | 85.4 | 61.3 | 29.3 | 42.3 | 79.0 | 50.0 | 30.2 | 74.7 |
| ORANGEBURG 3 | 1980-1981 | 73.2 | 47.3 | 52.5 | 29.3 | 30.4 | * | 71.3 | 56.4 | 58.7 | 22.8 | 16.9 | * | * | * | * | * |
| | 1981-1982 | 80.8 | 55.1 | 59.0 | 29.8 | 22.2 | 31.4 | 73.5 | 52.0 | 60.3 | 18.4 | 12.9 | 30.6 | * | * | * | * |
| | 1982-1983 | 78.8 | 69.0 | 54.2 | 39.1 | 34.5 | 39.3 | 78.4 | 77.9 | 58.8 | 39.3 | 23.3 | 25.9 | 57.8 | 51.6 | 49.8 | 82.8 |
| | 1983-1984 | 91.0 | 77.8 | 68.1 | 51.3 | 42.9 | 37.6 | 81.9 | 80.4 | 80.6 | 48.7 | 38.4 | 26.6 | 56.6 | 56.7 | 37.8 | 85.3 |
| | 1984-1985 | 87.3 | 72.5 | 90.6 | 51.6 | 46.0 | 41.3 | 90.5 | 89.4 | 90.8 | 50.2 | 39.1 | 51.4 | 65.2 | 65.7 | 54.6 | 79.4 |
| ORANGEBURG 4 | 1980-1981 | 91.7 | 57.7 | 54.5 | 44.8 | 49.2 | * | 78.1 | 56.7 | 43.9 | 35.8 | 37.3 | * | * | * | * | * |
| | 1981-1982 | 75.0 | 54.0 | 57.6 | 47.5 | 46.9 | 61.5 | 75.0 | 57.0 | 53.3 | 22.1 | 23.1 | 56.3 | * | * | * | * |
| | 1982-1983 | 81.1 | 66.7 | 72.4 | 43.5 | 54.7 | 47.5 | 82.1 | 76.9 | 63.8 | 36.0 | 21.9 | 46.5 | 53.6 | 58.8 | 48.0 | 50.6 |
| | 1983-1984 | 87.5 | 71.8 | 73.0 | 52.5 | 51.3 | 70.7 | 89.3 | 83.5 | 77.4 | 34.2 | 56.3 | 71.7 | 66.9 | 67.8 | 68.5 | 50.7 |
| | 1984-1985 | 100.0 | 74.2 | 82.1 | 65.5 | 64.1 | 79.5 | 97.0 | 91.1 | 70.1 | 66.7 | 64.5 | 73.2 | 76.6 | 83.7 | 79.6 | 43.8 |
| ORANGEBURG 5 | 1980-1981 | 66.7 | 44.1 | 58.5 | 34.8 | 31.7 | * | 69.2 | 57.1 | 46.6 | 24.1 | 18.6 | * | * | * | * | * |
| | 1981-1982 | 58.2 | 54.0 | 55.9 | 49.9 | 36.6 | 53.2 | 61.5 | 53.1 | 57.5 | 35.1 | 15.5 | 57.2 | * | * | * | * |
| | 1982-1983 | 67.2 | 52.0 | 63.9 | 52.0 | 42.7 | 54.8 | 70.4 | 66.5 | 60.3 | 42.1 | 23.9 | 50.8 | 50.6 | 40.7 | 49.0 | 66.4 |
| | 1983-1984 | 70.6 | 58.1 | 60.1 | 51.9 | 44.7 | 50.7 | 75.6 | 78.9 | 71.9 | 44.9 | 42.3 | 43.4 | 62.7 | 57.5 | 52.4 | 68.5 |
| | 1984-1985 | 75.5 | 60.4 | 74.9 | 48.1 | 41.4 | 50.2 | 79.7 | 77.0 | 71.8 | 42.8 | 33.3 | 52.2 | 65.4 | 61.4 | 58.6 | 65.9 |
| ORANGEBURG 6 | 1980-1981 | 51.9 | 25.6 | 31.3 | 41.0 | 26.5 | * | 64.9 | 50.7 | 34.4 | 17.9 | 13.3 | * | * | * | * | * |
| | 1981-1982 | 50.9 | 31.3 | 42.0 | 45.9 | 29.0 | 31.4 | 52.7 | 33.3 | 50.7 | 25.9 | 15.9 | 52.9 | * | * | * | * |
| | 1982-1983 | 72.2 | 23.5 | 36.5 | 33.9 | 19.4 | 20.7 | 85.2 | 27.5 | 47.6 | 35.3 | 11.1 | 29.3 | 61.8 | 36.1 | 32.8 | 75.2 |
| | 1983-1984 | 76.5 | 75.0 | 27.5 | 41.0 | 36.2 | 43.9 | 76.5 | 82.1 | 31.4 | 24.6 | 46.2 | 35.1 | 50.9 | 51.2 | 39.6 | 70.9 |
| | 1984-1985 | 84.8 | 62.1 | 60.7 | 40.0 | 40.6 | 49.9 | 74.2 | 56.9 | 58.9 | 28.4 | 44.9 | 47.3 | 42.7 | 69.6 | 54.5 | 63.3 |
| ORANGEBURG 7 | 1980-1981 | 57.3 | 39.6 | 43.9 | 30.5 | 19.3 | * | 63.2 | 69.4 | 54.4 | 13.6 | 8.8 | * | * | * | * | * |
| | 1981-1982 | 76.9 | 50.9 | 41.9 | 22.6 | 7.9 | 11.5 | 67.3 | 49.1 | 51.6 | 3.8 | 0.0 | 25.0 | * | * | * | * |
| | 1982-1983 | 68.9 | 71.7 | 59.6 | 33.9 | 31.0 | 18.0 | 67.2 | 64.2 | 43.9 | 23.7 | 12.1 | 24.0 | 50.0 | 37.9 | 40.4 | 92.6 |
| | 1983-1984 | 55.8 | 62.8 | 62.7 | 28.1 | 30.6 | 21.2 | 59.7 | 58.1 | 78.4 | 18.8 | 4.1 | 21.2 | 36.5 | 44.9 | 26.9 | 96.6 |
| | 1984-1985 | 74.6 | 52.7 | 72.3 | 47.2 | 36.7 | 24.1 | 79.9 | 64.9 | 51.1 | 37.7 | 26.7 | 33.3 | 71.7 | 69.5 | 61.1 | 90.9 |

## BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

| | | BSAP READING % MEETING STANDARD | | | | | | BSAP MATHEMATICS % MEETING STANDARD | | | | | | BSAP WRITING % MEETING STANDARD | | | % FREE LUNCH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DISTRICT | SCHOOL YEAR | G1 | G2 | G3 | G6 | G8 | G11 | G1 | G2 | G3 | G6 | G8 | G11 | G6 | G8 | G11 | |
| ORANGEBURG 8 | 1980-1981 | 30.6 | 38.0 | 42.9 | 52.5 | 63.9 | * | 34.7 | 48.0 | 31.4 | 45.0 | 52.8 | * | * | * | * | * |
| | 1981-1982 | 35.6 | 33.3 | 52.0 | 51.9 | 57.1 | 42.5 | 40.9 | 30.8 | 58.0 | 51.8 | 46.4 | 57.5 | * | * | * | * |
| | 1982-1983 | 59.6 | 44.1 | 55.3 | 54.5 | 46.3 | 56.4 | 66.0 | 52.9 | 60.5 | 44.4 | 33.3 | 56.4 | 56.4 | 45.0 | 59.5 | 50.9 |
| | 1983-1984 | 56.3 | 56.1 | 61.8 | 67.6 | 38.3 | 55.9 | 83.9 | 78.6 | 51.4 | 40.0 | 47.5 | 65.6 | 58.8 | 63.3 | 79.4 | 51.2 |
| | 1984-1985 | 90.9 | 77.8 | 91.2 | 75.6 | 40.3 | 71.4 | 87.9 | 100.0 | 94.3 | 72.1 | 39.3 | 75.6 | 90.2 | 60.7 | 73.8 | 51.1 |
| PICKENS | 1980-1981 | 74.6 | 70.9 | 79.7 | 72.4 | 67.5 | * | 74.5 | 80.7 | 69.9 | 65.6 | 54.3 | * | * | * | * | * |
| | 1981-1982 | 77.9 | 80.5 | 76.6 | 79.3 | 67.8 | 81.9 | 73.1 | 80.2 | 72.2 | 65.3 | 55.5 | 80.0 | * | * | * | * |
| | 1982-1983 | 86.6 | 79.3 | 86.1 | 75.7 | 67.7 | 80.4 | 86.2 | 87.5 | 83.0 | 72.7 | 53.1 | 74.4 | 86.3 | 80.7 | 84.7 | 21.5 |
| | 1983-1984 | 85.4 | 86.3 | 85.5 | 78.6 | 72.3 | 83.3 | 86.0 | 89.8 | 87.2 | 66.5 | 65.4 | 76.2 | 86.3 | 82.6 | 81.9 | 21.7 |
| | 1984-1985 | 84.3 | 87.4 | 91.1 | 79.9 | 77.8 | 84.4 | 88.3 | 91.0 | 84.0 | 67.9 | 70.5 | 84.7 | 87.3 | 86.8 | 86.2 | 18.7 |
| RICHLAND 1 | 1980-1981 | 68.4 | 55.0 | 58.6 | 49.4 | 44.6 | * | 64.5 | 64.8 | 52.9 | 36.5 | 35.1 | * | * | * | * | * |
| | 1981-1982 | 73.6 | 63.7 | 63.9 | 59.2 | 49.9 | 53.5 | 65.1 | 59.5 | 62.2 | 40.4 | 37.0 | 55.6 | * | * | * | * |
| | 1982-1983 | 80.2 | 69.2 | 77.6 | 59.5 | 55.3 | 54.2 | 77.8 | 79.0 | 72.5 | 48.4 | 37.5 | 53.2 | 67.0 | 61.7 | 58.5 | 52.5 |
| | 1983-1984 | 83.9 | 80.1 | 79.3 | 59.3 | 59.9 | 62.6 | 82.5 | 88.6 | 80.1 | 45.4 | 52.0 | 55.7 | 65.3 | 70.5 | 59.5 | 54.9 |
| | 1984-1985 | 83.1 | 78.1 | 84.4 | 62.6 | 58.9 | 66.8 | 85.8 | 87.1 | 77.4 | 54.5 | 49.7 | 64.6 | 70.0 | 72.5 | 74.0 | 51.7 |
| RICHLAND 2 | 1980-1981 | 78.5 | 63.6 | 73.9 | 66.3 | 66.9 | * | 76.6 | 74.7 | 68.0 | 66.3 | 65.0 | * | * | * | * | * |
| | 1981-1982 | 72.7 | 72.2 | 72.7 | 73.6 | 66.0 | 79.5 | 71.6 | 70.8 | 72.0 | 72.2 | 61.0 | 81.8 | * | * | * | * |
| | 1982-1983 | 75.3 | 72.2 | 77.8 | 70.5 | 65.6 | 80.7 | 77.5 | 79.4 | 76.0 | 70.1 | 60.1 | 81.6 | 80.5 | 72.5 | 81.6 | 19.2 |
| | 1983-1984 | 89.0 | 82.4 | 84.5 | 79.9 | 77.9 | 93.4 | 89.0 | 90.6 | 83.8 | 77.1 | 74.8 | 78.8 | 86.5 | 83.9 | 77.6 | 19.5 |
| | 1984-1985 | 89.0 | 85.9 | 87.8 | 76.4 | 74.6 | 86.5 | 89.3 | 93.8 | 82.9 | 72.3 | 74.0 | 86.9 | 83.7 | 87.3 | 91.2 | 17.1 |
| SALUDA | 1980-1981 | 60.9 | 54.0 | 63.3 | 61.1 | 54.4 | * | 55.6 | 65.0 | 61.3 | 57.2 | 44.4 | * | * | * | * | * |
| | 1981-1982 | 74.0 | 59.9 | 60.1 | 68.6 | 57.2 | 61.5 | 66.5 | 47.8 | 57.3 | 59.8 | 50.6 | 76.2 | * | * | * | * |
| | 1982-1983 | 81.5 | 55.7 | 69.0 | 66.1 | 58.9 | 65.8 | 77.7 | 58.9 | 62.6 | 53.4 | 50.3 | 75.0 | 69.1 | 67.0 | 65.8 | 44.4 |
| | 1983-1984 | 85.9 | 78.8 | 63.6 | 63.9 | 55.2 | 65.5 | 85.4 | 77.0 | 66.7 | 65.5 | 57.0 | 71.2 | 69.3 | 66.5 | 61.2 | 46.0 |
| | 1984-1985 | 89.7 | 78.8 | 84.3 | 56.5 | 67.8 | 72.4 | 89.1 | 74.1 | 71.1 | 52.7 | 62.5 | 84.3 | 66.3 | 76.4 | 70.9 | 45.9 |
| SPARTANBURG 1 | 1980-1981 | 71.8 | 68.2 | 77.3 | 57.7 | 56.4 | * | 78.4 | 75.2 | 70.6 | 69.7 | 51.3 | * | * | * | * | * |
| | 1981-1982 | 77.1 | 67.4 | 77.0 | 64.0 | 55.5 | 64.5 | 70.3 | 60.1 | 81.6 | 70.8 | 45.0 | 61.8 | * | * | * | * |
| | 1982-1983 | 79.2 | 78.9 | 77.1 | 69.2 | 58.8 | 64.1 | 79.9 | 81.9 | 81.3 | 79.5 | 47.5 | 65.1 | 76.1 | 66.6 | 64.6 | 29.8 |
| | 1983-1984 | 82.2 | 78.1 | 78.2 | 77.4 | 61.5 | 67.5 | 82.5 | 90.2 | 82.2 | 81.0 | 58.5 | 67.9 | 82.6 | 90.9 | 73.4 | 29.2 |
| | 1984-1985 | 91.0 | 96.3 | 89.7 | 70.8 | 62.6 | 75.2 | 90.3 | 89.3 | 84.2 | 80.1 | 59.7 | 80.8 | 82.0 | 75.1 | 82.8 | 24.1 |
| SPARTANBURG 2 | 1980-1981 | 74.0 | 68.1 | 79.2 | 58.1 | 53.4 | * | 78.9 | 75.2 | 69.2 | 54.6 | 52.4 | * | * | * | * | * |
| | 1981-1982 | 80.7 | 69.3 | 77.3 | 73.9 | 57.6 | 70.4 | 78.2 | 69.6 | 77.8 | 65.7 | 50.8 | 69.3 | * | * | * | * |
| | 1982-1983 | 84.1 | 80.5 | 82.3 | 79.7 | 70.2 | 71.9 | 94.6 | 86.3 | 86.5 | 76.4 | 57.7 | 73.6 | 81.8 | 74.0 | 67.9 | 21.4 |
| | 1983-1984 | 87.6 | 83.3 | 87.2 | 73.5 | 59.5 | 74.9 | 95.2 | 91.7 | 92.5 | 75.6 | 61.8 | 71.0 | 83.6 | 79.3 | 72.3 | 20.9 |
| | 1984-1985 | 88.5 | 84.6 | 89.2 | 74.4 | 67.9 | 71.5 | 90.4 | 86.6 | 89.9 | 77.2 | 70.2 | 79.7 | 84.7 | 82.5 | 79.0 | 17.8 |
| SPARTANBURG 3 | 1980-1981 | 74.4 | 79.7 | 71.0 | 61.7 | 55.7 | * | 73.7 | 81.9 | 67.2 | 53.4 | 43.0 | * | * | * | * | * |
| | 1981-1982 | 75.4 | 72.2 | 78.8 | 70.6 | 50.5 | 76.3 | 67.6 | 71.6 | 77.3 | 53.2 | 33.5 | 71.4 | * | * | * | * |
| | 1982-1983 | 82.2 | 74.5 | 81.8 | 68.9 | 51.3 | 68.2 | 82.2 | 81.4 | 82.7 | 65.4 | 39.0 | 65.8 | 86.1 | 62.2 | 72.7 | 32.0 |
| | 1983-1984 | 84.6 | 82.5 | 76.9 | 65.9 | 58.8 | 70.1 | 99.4 | 82.5 | 76.4 | 64.9 | 55.1 | 65.6 | 95.3 | 76.2 | 71.8 | 34.0 |
| | 1984-1985 | 88.0 | 90.3 | 91.0 | 65.5 | 62.5 | 73.0 | 89.6 | 91.1 | 82.4 | 66.5 | 52.4 | 75.0 | 93.1 | 84.0 | 83.9 | 29.0 |

## BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

|  |  | BSAP READING % MEETING STANDARD |  |  |  |  |  | BSAP MATHEMATICS % MEETING STANDARD |  |  |  |  |  | BSAP WRITING % MEETING STANDARD |  |  | % FREE LUNCH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DISTRICT | SCHOOL YEAR | G1 | G2 | G3 | G6 | G8 | G11 | G1 | G2 | G3 | G6 | G8 | G11 | G6 | G8 | G11 |  |
| SPARTANBURG 4 | 1980-1981 | 72.4 | 54.2 | 59.9 | 44.5 | 51.9 | * | 77.0 | 63.1 | 48.9 | 33.6 | 42.5 | * | * | * | * | * |
|  | 1981-1982 | 79.4 | 72.6 | 73.6 | 62.8 | 39.7 | 76.7 | 80.2 | 76.1 | 62.5 | 42.7 | 30.7 | 84.3 | * | * | * | * |
|  | 1982-1983 | 84.5 | 83.3 | 81.3 | 67.9 | 37.9 | 75.5 | 90.2 | 96.8 | 84.7 | 81.7 | 35.4 | 74.8 | 77.4 | 57.7 | 82.7 | 35.2 |
|  | 1983-1984 | 89.8 | 94.1 | 78.1 | 69.3 | 53.0 | 85.5 | 91.9 | 94.7 | 81.3 | 74.1 | 54.1 | 81.9 | 78.3 | 64.3 | 79.1 | 34.1 |
|  | 1984-1985 | 81.7 | 76.6 | 84.6 | 70.0 | 58.8 | 67.3 | 86.1 | 89.1 | 75.8 | 71.1 | 61.1 | 80.4 | 85.6 | 95.1 | 88.2 | 29.2 |
| SPARTANBURG 5 | 1980-1981 | 79.2 | 76.1 | 77.7 | 59.4 | 68.0 | * | 81.1 | 81.2 | 65.8 | 42.8 | 46.1 | * | * | * | * | * |
|  | 1981-1982 | 78.5 | 76.1 | 74.5 | 74.7 | 62.1 | 67.1 | 77.2 | 78.7 | 78.3 | 58.4 | 37.3 | 61.0 | * | * | * | * |
|  | 1982-1983 | 84.5 | 85.0 | 86.2 | 68.5 | 57.1 | 67.3 | 84.8 | 87.0 | 79.5 | 61.6 | 36.9 | 60.2 | 84.0 | 74.8 | 72.5 | 27.0 |
|  | 1983-1984 | 83.4 | 92.5 | 87.6 | 70.5 | 64.5 | 75.0 | 85.2 | 89.6 | 88.2 | 59.8 | 57.2 | 60.3 | 82.8 | 83.8 | 75.1 | 27.2 |
|  | 1984-1985 | 87.5 | 89.3 | 90.4 | 68.2 | 63.9 | 75.5 | 90.6 | 93.2 | 85.1 | 69.1 | 53.7 | 70.1 | 89.8 | 81.1 | 83.1 | 21.1 |
| SPARTANBURG 6 | 1980-1981 | 82.5 | 67.7 | 79.3 | 57.5 | 65.4 | * | 80.3 | 76.2 | 76.3 | 58.0 | 54.1 | * | * | * | * | * |
|  | 1981-1982 | 85.0 | 78.7 | 79.3 | 71.6 | 61.7 | 76.9 | 81.1 | 83.0 | 80.6 | 65.1 | 41.4 | 75.8 | * | * | * | * |
|  | 1982-1983 | 88.3 | 78.6 | 81.0 | 67.4 | 61.5 | 67.8 | 84.0 | 82.8 | 84.0 | 66.2 | 46.1 | 70.8 | 80.1 | 69.0 | 79.7 | 21.7 |
|  | 1983-1984 | 88.5 | 84.3 | 84.2 | 67.2 | 67.0 | 79.1 | 88.0 | 84.5 | 84.2 | 62.5 | 58.4 | 73.4 | 74.7 | 80.6 | 81.9 | 20.9 |
|  | 1984-1985 | 91.5 | 88.4 | 98.6 | 68.8 | 74.3 | 76.8 | 92.7 | 90.5 | 84.3 | 65.0 | 63.5 | 78.4 | 76.1 | 96.0 | 88.3 | 18.2 |
| SPARTANBURG 7 | 1980-1981 | 63.6 | 68.2 | 70.7 | 60.7 | 57.2 | * | 65.0 | 77.4 | 64.3 | 64.6 | 59.7 | * | * | * | * | * |
|  | 1981-1982 | 66.2 | 70.0 | 72.4 | 68.5 | 58.3 | 71.0 | 64.6 | 68.3 | 67.0 | 62.9 | 60.2 | 71.4 | * | * | * | * |
|  | 1982-1983 | 73.4 | 64.4 | 73.9 | 63.7 | 63.7 | 65.4 | 70.1 | 74.8 | 68.0 | 66.0 | 54.1 | 65.3 | 77.5 | 70.9 | 73.4 | 45.6 |
|  | 1983-1984 | 78.1 | 70.1 | 65.3 | 65.9 | 61.2 | 70.0 | 75.0 | 79.9 | 68.6 | 57.7 | 57.5 | 69.8 | 71.0 | 73.2 | 72.3 | 48.6 |
|  | 1984-1985 | 77.1 | 73.1 | 79.2 | 68.0 | 59.8 | 72.7 | 75.8 | 78.0 | 71.1 | 66.3 | 59.3 | 80.9 | 78.5 | 81.8 | 85.4 | 44.2 |
| SUMTER 17 | 1980-1981 | 67.5 | 59.7 | 64.3 | 53.6 | 52.0 | * | 73.7 | 64.7 | 53.9 | 46.6 | 35.5 | * | * | * | * | * |
|  | 1981-1982 | 73.6 | 64.0 | 68.0 | 53.4 | 47.1 | 56.2 | 70.0 | 59.4 | 62.7 | 42.4 | 29.8 | 54.3 | * | * | * | * |
|  | 1982-1983 | 68.3 | 67.4 | 67.2 | 50.8 | 53.6 | 61.1 | 72.3 | 69.6 | 64.5 | 43.4 | 39.9 | 58.1 | 63.5 | 67.9 | 64.0 | 46.8 |
|  | 1983-1984 | 72.2 | 71.3 | 72.8 | 54.1 | 51.4 | 64.1 | 79.1 | 79.9 | 69.2 | 45.0 | 44.1 | 65.5 | 62.3 | 68.9 | 68.7 | 54.4 |
|  | 1984-1985 | 68.6 | 76.1 | 79.3 | 60.7 | 62.8 | 69.8 | 75.3 | 82.3 | 67.1 | 53.0 | 49.0 | 74.0 | 68.1 | 76.5 | 78.2 | 52.5 |
| SUMTER 2 | 1980-1981 | 60.5 | 54.9 | 69.5 | 41.3 | 34.9 | * | 60.2 | 67.0 | 60.9 | 25.8 | 20.6 | * | * | * | * | * |
|  | 1981-1982 | 69.3 | 61.1 | 67.2 | 47.2 | 33.7 | 53.8 | 64.9 | 60.8 | 68.3 | 26.3 | 20.4 | 51.5 | * | * | * | * |
|  | 1982-1983 | 66.4 | 60.3 | 72.8 | 43.6 | 40.1 | 46.3 | 67.6 | 68.5 | 70.0 | 38.5 | 25.8 | 45.4 | 49.2 | 46.7 | 56.7 | 60.3 |
|  | 1983-1984 | 76.8 | 69.9 | 73.1 | 52.4 | 44.7 | 48.8 | 77.9 | 73.9 | 79.5 | 45.9 | 32.2 | 49.0 | 66.0 | 62.0 | 53.1 | 61.3 |
|  | 1984-1985 | 80.4 | 76.4 | 80.9 | 64.2 | 46.1 | 55.5 | 80.4 | 78.6 | 74.8 | 50.2 | 39.4 | 60.4 | 73.0 | 59.3 | 72.0 | 54.4 |
| UNION | 1980-1981 | 63.0 | 59.0 | 66.4 | 54.4 | 45.7 | * | 61.1 | 71.8 | 74.0 | 61.3 | 53.0 | * | * | * | * | * |
|  | 1981-1982 | 61.9 | 69.6 | 67.6 | 59.6 | 51.1 | 57.6 | 67.3 | 70.9 | 72.1 | 77.4 | 60.6 | 63.2 | * | * | * | * |
|  | 1982-1983 | 71.1 | 64.0 | 73.8 | 57.1 | 51.3 | 54.8 | 82.1 | 82.5 | 75.5 | 77.0 | 49.9 | 65.2 | 63.0 | 62.7 | 65.5 | 46.7 |
|  | 1983-1984 | 75.4 | 70.6 | 75.6 | 55.4 | 56.7 | 63.8 | 80.7 | 86.2 | 85.9 | 67.3 | 73.7 | 69.2 | 68.1 | 72.2 | 68.7 | 45.9 |
|  | 1984-1985 | 78.9 | 80.9 | 82.2 | 63.3 | 64.4 | 71.1 | 87.7 | 91.5 | 84.9 | 79.0 | 80.8 | 78.6 | 74.4 | 78.9 | 81.4 | 37.2 |
| WILLIAMSBURG | 1980-1981 | 56.0 | 49.0 | 50.6 | 29.3 | 25.3 | * | 55.1 | 46.3 | 44.8 | 21.2 | 14.3 | * | * | * | * | * |
|  | 1981-1982 | 58.2 | 62.4 | 59.8 | 39.0 | 30.6 | 39.5 | 49.4 | 51.2 | 51.9 | 31.3 | 14.8 | 45.9 | * | * | * | * |
|  | 1982-1983 | 66.0 | 55.1 | 68.2 | 37.0 | 37.8 | 38.9 | 63.9 | 54.9 | 59.8 | 32.2 | 15.6 | 33.8 | 54.4 | 43.5 | 37.6 | 80.8 |
|  | 1983-1984 | 63.2 | 58.5 | 64.2 | 40.7 | 41.4 | 40.3 | 69.5 | 64.2 | 64.2 | 29.5 | 25.6 | 36.5 | 42.9 | 43.7 | 39.6 | 85.7 |
|  | 1984-1985 | 72.4 | 68.0 | 74.6 | 57.4 | 45.9 | 50.7 | 76.1 | 74.1 | 69.3 | 43.5 | 34.1 | 46.0 | 63.5 | 63.6 | 58.2 | 83.1 |

# BSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

| | | BSAP READING % MEETING STANDARD | | | | | | BSAP MATHEMATICS % MEETING STANDARD | | | | | | BSAP WRITING % MEETING STANDARD | | | % FREE LUNCH |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DISTRICT | SCHOOL YEAR | G1 | G2 | G3 | G6 | G8 | G11 | G1 | G2 | G3 | G6 | G8 | G11 | G6 | G8 | G11 | |
| YORK 1 | 1980-1981 | 52.7 | 57.4 | 61.4 | 45.0 | 44.8 | * | 62.5 | 66.8 | 58.2 | 48.9 | 52.9 | * | * | * | * | * |
| | 1981-1982 | 64.6 | 68.1 | 63.9 | 66.5 | 59.3 | 65.3 | 63.7 | 55.7 | 69.1 | 61.1 | 56.2 | 67.9 | * | * | * | * |
| | 1982-1983 | 73.8 | 57.9 | 70.2 | 62.7 | 61.1 | 56.9 | 67.4 | 65.9 | 69.4 | 61.4 | 51.1 | 57.9 | 54.9 | 66.5 | 70.6 | 40.1 |
| | 1983-1984 | 79.4 | 73.5 | 66.9 | 72.8 | 63.9 | 64.6 | 80.0 | 92.5 | 75.8 | 64.2 | 63.8 | 64.0 | 75.3 | 78.0 | 64.0 | 42.0 |
| | 1984-1985 | 82.5 | 76.4 | 82.6 | 68.4 | 68.1 | 71.4 | 84.0 | 89.0 | 85.2 | 68.1 | 61.5 | 79.7 | 83.9 | 80.3 | 79.3 | 33.6 |
| YORK 2 | 1980-1981 | 70.3 | 66.1 | 66.8 | 51.7 | 56.4 | * | 63.2 | 73.4 | 60.4 | 39.6 | 41.1 | * | * | * | * | * |
| | 1981-1982 | 77.2 | 66.3 | 69.3 | 61.7 | 62.9 | 67.7 | 66.3 | 69.7 | 63.7 | 47.1 | 34.4 | 71.4 | * | * | * | * |
| | 1982-1983 | 78.8 | 75.5 | 75.9 | 59.4 | 60.3 | 66.0 | 73.1 | 78.0 | 76.4 | 53.8 | 44.4 | 67.2 | 68.0 | 66.8 | 73.5 | 23.3 |
| | 1983-1984 | 81.9 | 68.1 | 72.2 | 65.3 | 67.5 | 66.1 | 78.9 | 85.8 | 69.3 | 52.5 | 48.6 | 62.9 | 74.6 | 77.8 | 66.5 | 21.3 |
| | 1984-1985 | 84.9 | 78.3 | 84.2 | 63.2 | 72.7 | 73.2 | 87.0 | 88.8 | 79.3 | 68.1 | 72.2 | 79.4 | 71.6 | 83.9 | 78.2 | 18.4 |
| YORK 3 | 1980-1981 | 75.8 | 67.8 | 69.5 | 61.8 | 65.0 | * | 72.9 | 76.5 | 67.3 | 59.4 | 55.9 | * | * | * | * | * |
| | 1981-1982 | 75.1 | 71.7 | 69.1 | 69.0 | 66.4 | 73.3 | 69.7 | 70.0 | 73.7 | 64.3 | 51.6 | 70.3 | * | * | * | * |
| | 1982-1983 | 79.3 | 77.1 | 75.5 | 66.2 | 66.8 | 71.7 | 82.4 | 86.2 | 80.6 | 68.6 | 55.0 | 70.3 | 80.7 | 73.4 | 74.5 | 30.7 |
| | 1983-1984 | 86.1 | 76.9 | 79.6 | 67.1 | 69.8 | 74.9 | 86.0 | 90.4 | 87.7 | 66.5 | 61.9 | 74.4 | 78.5 | 79.6 | 74.7 | 32.1 |
| | 1984-1985 | 82.7 | 84.6 | 84.2 | 70.4 | 73.1 | 76.6 | 86.0 | 99.1 | 83.9 | 70.3 | 67.2 | 80.3 | 81.4 | 82.1 | 81.1 | 25.7 |
| YORK 4 | 1980-1981 | 73.2 | 59.4 | 73.2 | 70.7 | 67.0 | * | 71.1 | 62.7 | 71.1 | 70.2 | 55.3 | * | * | * | * | * |
| | 1981-1982 | 60.0 | 76.0 | 70.3 | 75.2 | 66.4 | 81.8 | 61.0 | 73.4 | 77.8 | 64.3 | 52.5 | 75.5 | * | * | * | * |
| | 1982-1983 | 80.9 | 81.0 | 84.6 | 60.7 | 67.0 | 75.4 | 85.6 | 86.1 | 87.2 | 57.1 | 70.6 | 73.1 | 83.9 | 82.4 | 82.5 | 17.2 |
| | 1983-1984 | 81.9 | 80.0 | 80.2 | 71.1 | 69.2 | 80.5 | 84.9 | 89.0 | 92.9 | 71.5 | 66.4 | 72.2 | 79.9 | 83.6 | 80.5 | 16.0 |
| | 1984-1985 | 81.1 | 82.3 | 87.4 | 60.2 | 70.2 | 85.8 | 87.7 | 93.2 | 90.5 | 63.0 | 70.9 | 85.2 | 76.7 | 82.6 | 86.9 | 15.0 |

## Appendix H

# BASIC SKILLS MATHEMATICS, READING, AND WRITING COMMITTEES

## BASIC SKILLS MATHEMATICS COMMITTEE

Mr. Lee Murphy
Abbeville School Dist 60

Mrs. Mary Stuart
Anderson School Dist 3
Starr Elementary

Ms. Amy June Burton
Anderson School Dist 3
Starr Elementary

Ms. Teresa Neale
Anderson School Dist 4
Pendleton High School

Ms. Kaye Crosby
Bamberg School Dist 1
Richard Carroll Junior High

Ms. Margaret Zeigler
Barnwell School Dist 45
Barnwell Elementary

Mr. James A. Johnson
Beaufort School Dist
Beaufor High School

Mrs. Cornelia Roberts
Dillon School Dist 2
J. V. Martin Jr. High

Ms. Louise C. Jones
Dorchester School Dist 1

Mrs. Betty McDaniel
Florence School Dist 1

Ms. Claire Godwin
Florence School Dist 3

Ms. Betty Hennigan
Florence School Dist 4
Timmonsville High School

Mr. Johnny Davis
Georgetown School Dist

Ms. Sandra Dye
Lexington School Dist 1
Red Bank Elementary

Ms. Francis Bouknight
Lexington School Dist 3
Batesburg-Leesville High School

Ms. Cynthia Gibson
McCormick School Dist
McCormick High School

Mrs. Jean Phillips
Oconee County School Dist
Walhalla Sr. High

Mr. William James Riley
Orangeburg School Dist 2
Bowman High School

Ms. Ruby Johnson
Orangeburg School Dist 7
Elloree High School

Mrs. Josephine Williams
Richland School Dist 1
W. G. Sanders Middle School

Ms. Clara Hipp
Saluda School Dist 1
Hollywood Elem. School

Ms. Myra Green
Spartanburg School Dist 6
Dorman High School

Ms. Cheryl R. Martin
Spartanburg Dist 6
Woodland Heights Elementary

Ms. E. Carol Ellis
Spartanburg School Dist 7

Mrs. Emma Strickland
York School Dist 3
Finley Road Elementary

Mrs. Julia D. Robbins
York School Dist 3

Mr. Peter Samulski
Mathematics Consultant
S.C. Dept. of Education

Mr. William B. Hynds
Mathematics Consultant
S.C. Dept. of Education

## BASIC SKILLS READING COMMITTEE

Ms. Ora Broadnax
Aiken School Dist
Ridge Spring-Monetta Elem

Mrs. Eva Summers
Clarendon School Dist 1
Scott's Branch High School

Ms. Gloria Johnson
Darlington School Dist 1
Cain Elementary

Mrs. Doris Lee Bagwell
Horry School Dist
Conway High School

Mrs. Trudy Thompson
Kershaw School Dist
Camden Elementary

Ms. Sheila Haney
Lee County School Dist

Mrs. Viola McMorris
Orangeburg School Dist 5
Whittaker Elementary

Ms. Shirley Palmer
Sumter School Dist 2

Ms. Barbara McGill
Williamsburg School Dist
C. E. Murray High School

Dr. Susan Smith
Reading Consultant
S.C. Dept. of Education

Mr. Bobby Lee Hanley
Anderson Junior College

Mrs. Etta H. Mixon
Barnwell Dist 45
Barnwell Elementary

Ms. Marlene Hodge
Clarendon School Dist 2
Manning High School

C. J. Clardy
Dillon School Dist 3
Latta High School

Mrs. Jessie Williams
Horry School Dist
Green Sea-Floyds High

Mrs. Geraldine Kenner
Kershaw School Dist
Pine Tree Hill School

Mr. Jack A. LeGrand
Lexington School Dist 5
Chapin High

Ms. Julie Williamson
Orangeburg School Dist 5
Marshall Elementary

Mrs. Kirsten G. Dixon
Sumter School Dist 17
Sumter High School

Ms. Lou P. Beaty
York School Dist 1
Harold C. Johnson Middle

Dr. Charles Matthews
College of Charleston
Education Department

Ms. Carol Briggman
Calhoun School Dist 1
Calhoun County High

Ms. Lillias Means
Greenwood School Dist 50
Emerald Junior High

Ms. Amelia Graham
Jasper School Dist
Ridgeland High School

Ms. Angela Chittam
Lancaster School Dist
South Jurior High School

Mrs. Susan C. Fedor
Lexington School Dist 5
Irmo Middle School, Campus R

Ms. Mary Cantrell
Spartanburg School Dist 5

Ms. Sybil Hyder
Union School Dist
Union High School

Ms. Mary Kelly
Reading Consultant
S.C. Dept. of Education

Dr. Rebecca Swanson
Columbia College

Dr. Elizabeth B. Galloway
Elementary & Secondary Educ.
Clemson University

## BASIC SKILLS WRITING COMMITTEE

Mr. David Banaszak
Anderson School Dist 5
Lakeside Jr. High School

Ms. Brenda Aldrich
Barnwell School Dist 29
Williston School

Ms. Becky McCullough
Cherokee School Dist
Corinth Elementary

Ms. Debra Buckner
Florence School Dist 1
Lester Elementary

Ms. Janis Jones
Greenwood School Dist 52
Ninety Six Middle School

Ms. Nancy Young Plaxico
Laurens School Dist 55
Laurens Jr. High School

Ms. Lola Richbourg
Lexington School Dist 2
Pine Ridge Middle School

Ms. Barbara Cooper
Marion School Dist 1
Southside Elementary

Ms. Tomasena Walker
Marlboro School Dist
Marlboro Board of Education

Mr. Lloyd Coleman
Richland School Dist 1
W. G. Sanders Middle

Ms. Pat Dubard
Richland School Dist 1
Hand Middle School

Ms. Lottie Chishom
Richland School Dist 2
Bethel-Hanberry Middle School

Ms. Judy Houk
Spartanburg School Dist 7
Whitlock Jr. High School

Ms. Brenda Boykins
Anderson School Dist 2
Belton Middle School

Ms. Rita Smith
Beaufort School District
Broad River Elementary

Ms. Anne G. Lavender
Clarendon School Dist 3

Dr. Patricia Candal
Georgetown School Dist

Ms. Barbara Rabb
Greenville School Dist
District Office

Mr. Linwood Cox Floyd
Laurens School Dist 56
Clinton High School

Ms. Sarah Robinson
Lexington School Dist 5
Irmo High School

Ms. Deloria G. Rowell
Horry School Dist
Conway Elementary School

Ms. Belinda Snow
Newberry County School

Mr. Bill Smith
Orangeburg School Dist 8
Branchville Elementary School

Ms. Ellen Watson Clark
Richland School Dist 1
Keenan High School

Ms. Elizabeth Simpson
Spartanburg School Dist 1
Chapman High School

Ms. Anne Summerall
Sumter School Dist 2
Mayewood High School

Ms. Cornelia Vickery
Anderson School Dist 5
McCants Jr. High School

Ms. Ethel Washington
Charleston School District
Baptist Hill High

Mr. Wayne Radcliffe
Darlington School Dist
Hartsville School

Ms. Margaret Brady
Greenwood School Dist 50
Emerald Junior High School

Ms. Susie Bruton
Horry School Dist
District Office

Ms. Linda Kirszenbaun
Lexington School Dist 2

Ms. Barbara Thomas
Lexington School School Dist 5
Irmo Elementary School

Ms. Laura J. Sweeney
Marion School Dist 1
Southside Elementary School

Ms. Celeste Daniel
Orangeburg School Dist 4
Edisto High School

Mr. Curt Elliott
Richland School Dist 1
Waverley Annex

Ms. Marian Mack
Richland School Dist 2
Spring Valley High School

Ms. June Stephens
Spartanburg School Dist 3
Broome High School

Mrs. Connie B. Springs
Union County Schools

Ms. Ann Rex
York School Dist 4
Ft. Mill High School

Dr. Nancy Thompson
University of South Carolina
English Department

Dr. Betty Hodges
USC-Lancaster

Dr. Jim Wilhide
S. C. Dept. of Education
Rutledge Bldg, Room 803

Dr. Kemble Oliver
S. C. Dept. of Education
Rutledge Bldg, Room 808

Ms. Lannie Griffeth
S. C. Dept. of Education
Rutledge Bldg, Room 803

## Appendix I

## MEMBERSHIP OF THE BASIC SKILLS ADVISORY COMMISSION

# BASIC SKILLS ADVISORY COMMISSION

## GOVERNOR'S APPOINTEES

### Congressional District I

Mr. Tom Blazer, 180 E. Bay, Charleston, SC 29401

### Congressional District II

Ms. Joy Sovde, 1017 Daly Street, Columbia, SC 29205

### Congressional District III

Mr. Harold Breazeale, Route 3, Pickens, SC 29671

### Congressional District IV

Mrs. W. Harrison Trammell, 206 Riverbend Apts., Greenville, SC 29601

### Congressional District V

Mr. C. Charles Cole, 324 Second Street, Cheraw, SC 29520

### Congressional District VI

Dr. James Mahaffey, Assistant Superintendent for Instruction, Drawer 1739, Conway, SC 29526

### Member-at-Large

Vacant

## STATE SUPERINTENDENT APPOINTEES

### Congressional District I

Mr. William Foster, Star Route 1, Beaufort, SC 29902

### Congressional District II

Mrs. Betsy Elliott, Route 3, Box 477, St. Matthews, SC 29135

### Congressional District III

Mrs. Nelle Taylor, Curriculum Coordinator, Saluda County Schools, 404 North Wise Road, Saluda, SC 29138

### Congressional District IV

Dr. Floride Martin, Superintendent, Spartanburg School District 6, 1493 W.O. Ezell Boulevard, Spartanburg, SC 29301

## Congressional District V

Dr. Margot Rochester, Rt. 4, Box 650, Lugoff, SC 29078

## Congressional District VI

Mr. James A. Blake, Marion School District 1, 616 Northside Avenue, Marion, SC 29571

## LIEUTENANT GOVERNOR'S APPOINTESS

Mrs. Vivian Watson, 3012 Pineshadow Trail, Columbia, SC 29210
Dr. Beatrice Thompson, 1111 Southwood Street, Anderson, SC 29624
Dr. Alma Byrd, 2327 Willow Street, Columbia, SC 29203
Mr. Wallace Brown, Division of Rural Development & Special Economic Assistance, 303 Brown Building, 1205 Pendleton Street, Columbia, SC 29201
The Honorable John W. Matthews, Box 460, Bowman, SC 29018
The Honorable Elizabeth J. Patterson, P. O. Box 5564, Spartanburg, SC 29302

## SPEAKER OF THE HOUSE APPOINTEES

Mr. Joseph R. Murray, Box 1768, Charleston, SC 29402
Mrs. Mary McDonald Harper, P. O. Box 457, Estill, SC 29918
Mr. M. Hayes Mizell, 1711 Maplewood Drive, Columbia, SC 29205
Dr. Willis Crosby, P. O. Box 1273, Greenville, SC 29602
Mr. Hugh B. Betcham, Jr, Box 1662, Sumter, SC 29150
The Honorable Lewis Phillips, Route 2, Box 191, Greer, SC 29651